DOCUMENT RESUME

ED 201 585 SO 013 349

AUTHOR Hohenfeldt, Harold H., Ed.
TITLE United States History: A Multi-Ethnic, Non-Sexist, Multi-Disciplinary Resource Guide for High School Teachers.
INSTITUTION Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE 79
NOTE 341p.

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS American Indians; Art Education; Asian Americans; Bibliographies; Blacks; Concept Teaching; Economics Education; *Ethnic Studies; Females; Geography Instruction; Hispanic Americans; *Interdisciplinary Approach; Jews; Learning Activities; *Multicultural Education; Music Education; Politics; Secondary Education; *Sex Fairness; United States Government (Course); *United States History

ABSTRACT

The first part of this resource guide is designed to help secondary teachers provide a multi-ethnic/non-sexist thrust to United States history. The second part will help them develop a multi-disciplinary approach to U.S. history. Part one is organized by the following ethnic groups: Blacks, Asians, Europeans, Hispanics, Jews, American Indians, and women. A variety of information is provided for these groups. For example, the section on Blacks outlines concepts and events that can be taught throughout the various periods of U.S. history. Recommended readings and media are listed. Activities are suggested. Students discuss readings, do research, participate in debates, and make reports. The section on Asian Americans is an annotated bibliography of specific works dealing with one topic or issue such as Asian women, Asian Americans and the law, or the plight of the Asian American elderly and poor. The second part of the guide contains resources to help teachers teach various disciplines in U.S. history. A section on economic growth identifies key economic concepts that have influenced major periods in U.S. history and suggests learning activities and resources. The importance of geographic factors in influencing the course of historical events is the topic of one section. The third section deals with politics and government in American life. The last two sections deal with art and music respectively. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201585

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

MARGARET WERNER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UNITED STATES HISTORY

A MULTI-ETHNIC, NON-SEXIST, MULTI-DISCIPLINARY RESOURCE GUIDE FOR HIGH SCHOOL TEACHERS

SO 013 349

Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

1979

ACKNOWLEDGMENT

A special word of thanks is extended to the members of the Milwaukee Public Schools' staff, citizens of our community, and representatives of the Wisconsin Department of Public Instruction who have worked so diligently and creatively to prepare this guide. Sincere appreciation is also expressed to Harold H. Hohenfeldt who served as the general editor for this publication and did an outstanding job in coordinating the writing efforts of more than 20 contributors.

The joint efforts of this "team of experts" have resulted in a publication that should make a significant contribution to social studies education in Milwaukee and the United States.

Arthur H. Rumpf, Curriculum Specialist
Secondary Social Studies

Frisby D. Smith, Executive Director
Department of Elementary and Secondary Education

Dwight Teel, Assistant Superintendent
Division of Curriculum and Instruction

David A. Bennett
Deputy Superintendent

Lee R. McMurrin
Superintendent of Schools

INTRODUCTION

The first half of this guide (pages 1 through 192) is designed to help teachers provide a multi-ethnic/non-sexist thrust to United States history. The contributors to this portion of the guide were:

Will C. Kirk	Department of Instructional Resources	Afro-Americans
Pamela Mecikalski	South Division High School	Afro-Americans
Robert Peters	Riverside High School	Afro-Americans
Rev. C. Y. Ho	Director, Asian-American Community Center	Asian-Americans
Peter Moy	Wisconsin Department of Public Instruction	Asian-Americans
John Gurda	Ethnic studies Project of the Greater Milwaukee Conference on Religion and Urban Life	Euro-Americans
Fermin Burgos	Supervising Teacher, Bilingual Education	Hispanic-Americans
Olga Eccher	Coordinator, Bilingual Education	Hispanic-Americans
Luis Lopez	Division of Administrative and Pupil Personnel Services	Hispanic-Americans
Paula Reiton	Satellite Center Program	Hispanic-Americans
Judith Cohen	Staff Consultant, Anti-Defamation League of B'nai B'rith	Jewish Americans
Susan Schwartz	Staff Consultant, Anti-Defamation League of B'nai B'rith	Jewish Americans
Saul Sorrin	Regional Director, Anti-Defamation League of B'nai B'rith	Jewish Americans
John Clifford	Coordinator, We Indians Program	Native Americans
Kathleen R. Johnston	North Division High School	Women

The second half of this guide (pages 193 through 321) is designed to help teachers provide a multi-disciplinary thrust to United States history. The contributors to this portion of the guide were:

Name	School	Discipline
Robert Roesler	Hamilton	Economics and Foreign Policy
Charles Gloor	Madison	Geography
Richard Callender	Milwaukee Technical	Political Science
Jane Knight	Madison	Art
Kathleen Marieb	Eighth Street	Music
Arlene Skwierawski	North Division	Music
Ella Washington	Department of Elementary and Secondary Education	Music

The reader will note that each segment of this guide uses some variation of a general format. This flexibility was afforded the authors so that they could best convey the information that they felt was most important. Obviously each of the contributors had to limit his/her input to teachers because of space limitations. Nonetheless, teachers should find this document useful in providing them with the conceptual background, instructional materials, and teaching/learning strategies they will need to offer a "more complete" course in United States history.

FOREWORD

United States history has a unique position in the social studies curriculum of American high schools. Over 95% of juniors and seniors in our secondary schools are required by local or state mandate to satisfactorily complete this course. Perhaps it can be termed the "grandaddy of competency based education." Why? Why have so many Americans felt this need? The simplistic answer for many is: "To develop patriotism." Others might amplify: "To become good citizens, young people must understand and appreciate the background of their culture and people." Throughout recorded history each society has felt a need to transmit its cultural heritage to its young people. Sometimes this was done through folk tales and legends. Sometimes through music and the arts. Often through the observance of a series of festivals or holidays. In modern societies formalized history courses have frequently been used as the cornerstone of citizenship. This has been the case for United States history in our land. This course more than any other offering in the Milwaukee Public Schools' social studies program has helped our high school students to focus on the knowlege, skills, and values* that they would need to function effectively in our society and the world.

In the 1800's young Americans were exposed to a "Bancroftian" version of our past. All prior civilizations seemed to exist so as to construct the base upon which the American saga could be built. America emerged from the Revolution as a culmination of thousands of years of recorded history. While we no longer state the case for our importance in world history quite as ethnocentrically as in the past, we justifiably feel that students should come to understand the true meaning of the "great American experiment in living." It is truly one of humankind's greatest achievements. They should learn of the struggles that millions of their predecessors have waged to create the great nation we all know today. This year-long encounter with their heritage helps students to understand this nation of tinkerers has pragmatically attacked seemingly overwhelming domestic and international problems again and again to improve the chances for the next generation. Our nation's citizens have given of themselves so that Americans and people the world over could benefit.

---

*See "A Statement of the K-12 Social Studies Program in the Milwaukee Public Schools" for additional details.

Just as Americans have experimented in technical, social, economical, political, and artistic areas -- so too have they continously sought to improve what was taught and how it was taught in their educational institutions. This is true of the course in United States history too! The early political/economic military history was expanded to incorporate new dimensions such as social, technological, and philosophical history. Since these complex dimensions of our history are effectively handled in the texts we select and use, this guide will not repeat the information readily at hand. This, however, should not be construed to mean that this basal information is unimportant. It is at the heart of a course in United States history. However, as we enter the Tricentennial of our great land, social studies educators have recognized additional facets of our nation's story which need telling. Some of these facets are finding their way into texts. But this is often a lengthy process. For this reason this guide will serve as a resource in these oft neglected areas. First, we are coming to understand that this narrative history must include the contributions and struggles of all of our people. The beauty of the "American dream" is that there is room in this country and our history for all peoples. The words of Emma Lazarus on the Statue of Liberty say it so well: "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me. I lift my lamp beside the golden door!" People have come to our shores from the four corners of the world. They have endured many difficulties and at the same time have often succeeded beyond their wildest dreams. Yet acts of ommission and commission have distorted the role of minorities and women as it has been told in traditional histories. While we continue to search out and use the most complete and accurate basal textbooks available, we will enrich whatever text is in use with supplemental information provided in the section of this guide entitled "A Multi-Ethnic, Non-Sexist Approach to United States History." This section will provide insights and identify resources to help incorporate the struggles and contributions of Euro-Americans, Afro-Americans, Hispano-Americans, Native Americans, Asian-Americans, Jews, other minorities, and women into the broad fabric of American history.

A second important dimension of this guide is to help United States history teachers do a more effective job in incorporating the concepts and generalizations from the various social sciences into their courses. Since few of our students elect courses in economics, government, and sociology, United States history provides the major vehicle through which these ideas can be conveyed to the young adults of our city. The section of this guide designed to provide a "Multi-disciplinary Approach to United States History" seeks to address this problem.

United States history teachers today, as those of the past, are still charged with the responsibility for exposing our young people to the "basic topics" of United States history. These would include: "Exploration and Discovery," "Colonization," "the American Revolution," "Nationalism," "Sectionalism and the Civil War," "Westward Expansion," "Industrialization," "the Progressive Movement and the New Deal," and "the United States as a World Power." Teachers still have a responsibility for helping students to develop their work/study and cognitive skills. They should continue to help students understand the values that are conveyed to Americans through basic documents such as the Declaration of Independence and the Constitution. Yet teachers of this course must also attempt to make theirs a mulit-ethnic, non-sexist, multi-disciplinary approach to the study of our history. This complex task constitutes a significant challenge. Obviously the discretionary efforts of the classroom teacher of United States history are at the heart of the teaching/learning process. The teacher must prepare a careful blend of content, instructional materials, and learning activities if his/her students are to come away from this required eleventh grade social studies experience with the skills, insights, and appreciations that will make them effective members of our dynamic, democratic, industrial, technological, pluralistic society.

A.H.R., 1979

TABLE OF CONTENTS

Page

FOREWORD v

A MULTI-ETHNIC, NON-SEXIST APPROACH TO UNITED STATES HISTORY

The Afro-American Experience 1

Asian Americans in United States History 19

European Ethnic Groups in the United States 47

Hispanic People of the United States 64

Jewish History in the United States 84

Native Americans in United States History 105

Women in United States History 162

A MULTI-DISCIPLINARY APPROACH TO UNITED STATES HISTORY

United States - Economic Growth 193

Geography of the United States 234

Politics and Government in American Life 264

Art in United States History 283

Music in United States History 306

THE AFRO-AMERICAN EXPERIENCE

Introduction

This strand of the resource guide has been developed to aid classroom teachers in infusing the Black American experience into an already voluminous American history curriculum.

Over the years, Black Americans have struggled against overwhelming odds to gain equality and to shape their own destiny within our society. No longer can the roles prescribed for them by the majority culture, through malignant commission or benign omission, be allowed to impede their progress, self respect, and personal self esteem. Blacks have played a significant role in the emergence of modern America by contributing to the physical development of our culture and its social institutions.

Blacks too often have faced injustices from latent biases which have persisted in American society. Too often their accomplishments and problems have not been portrayed accurately in United States history courses and books. Important contributions have been frequently omitted. On those occasions in which they were included, the presentation was often limited or viewed from a skewed historical perspective. Consequently many times the story of the Black American has been noted merely as a footnote or appendage to "important aspects" of the nation's history.

In recent years many Americans, majority and minority alike, have begun to demonstrate a greater social awareness and sensitivity toward the betterment of human relations among all people. No longer is there a general acceptance of those myths and stereotypes which would inhibit the promotion of better racial understanding and appreciation. Thus it has become incumbent upon all citizens and especially those who teach our nation's history to reassess their attitudes, knowledge, and understanding of those contributions that all Americans have made to our national scene. With such understanding, acceptance, and tolerance from both the majority and minority cultures, "Black American history" will rightfully become an integral part of the whole of American history. Now is the time to make the whole equal to the sum of its parts. Hopefully, this guide will serve this cause as teachers develop their own teaching strategies and methodologies.

THE AFRO-AMERICAN EXPERIENCE

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The institution of slavery did much to destroy the rich social and cultural heritage of Black Africans when they were brought to America in slavery. Ghana Mali Songhay Estavanico Asiento 1619 Triangle trade routes Middle Passage Chattel slavery Indentured servant 1661 Cato Conspiracy Bozal Blacks Factor Factory Trunk Maroons Quilombos Palmares Dash Seasoning of slaves John Punch Anthony Johnson John Casor	Recommended Readings: Bennett Before the Mayflower, pp. 3-47 Meier and Rudwick From Plantation to Ghetto, pp. 1-46 Meier and Rudwick The Making of Black America, Vol. 1, pp. 3-33; pp. 91-124 Franklin From Slavery to Freedom Chap. 1-9 Davidson Black Mother: The Years of the African Slave Trade Quarles The Negro in the Making of America Rogers Africa's Gift to America Activities: 1. Discuss the history of early African civilizations. 2. Study and discuss the similarities and differences between the nuclear family and the extended family. What significance might these differences have for the Black family in Africa in slavery and today? 3. Take a field trip to the Milwaukee Public Museum to view the African exhibits. 4. Have a group of students research and report on carryovers from African culture to American culture. See Melville Herskovit's The Myth of the Negro Past. 5. Discuss why Blacks were considered a superior source of labor over the native populations of North and South America. 6. Discuss the evolution of the institution of slavery from 1619 to 1760. 7. Compare and contrast African slavery, slavery in South America, and slavery in North America. Consider how one became a slave, the legal rights of slaves, the ease of manumission, and the attitudes of owners and slaves toward slavery. 8. Have a panel of students investigate and report on the experiences of slaves in the Middle Passage. 9. Have students trace their family roots or the roots of an African personality.

Concepts, People, and Events	Teaching/Learning Activities and Media
	10. Have students write an essay on what they think Africa would be like today if it had not been destroyed by slavery. Films: MPS #28050 In Search of the Past MPS #30519 African Village Life in Mali MPS #33760 Africa - A Land of Contrast MPS #35880 Africa, An Introduction Filmstrips and Kits: Afro-American Literature, Part I Education Development Center The Search for Black Identity: Proud Heritage from West Africa Guidance Associates Africa - A History Educational Dimensions Group Black History 1492-1865 Library Filmstrip Center A People Uprooted 1500-1800 Encyclopaedia Britannica Educational Corporation History of Black America - African Past, Slavery in the English Colonies Universal Education Posters and Transparencies: A History of Afro-Americans Prentice Hall I. The African Heritage II. Jamestown Through Reconstruction III. Reconstruction to the Present

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The hopes and promises of the independence movement made Blacks willing and anxious to fight for America's independence. Crispus Attucks Prince Estabrook Lemuel Haynes Peter Salem Oliver Cromwell Phyllis Wheatley Paul Cuffe Salem Poor	Recommended Readings: Bennett Before the Mayflower, pp. 48-69 Meier and Rudwick Plantation to Ghetto, pp. 46-51 Franklin From Slavery to Freedom, Chap. 10 Activities: 1. Discuss the role of the Blacks in the American Revolution. Why were Blacks willing and anxious to fight? Why were most Blacks denied the right to carry a weapon during the war? Why did George Washington finally decide to use Blacks in the Revolutionary War? Would you have participated had you been a Black man? 2. Compare the original version of the Declaration of Independence with the final version. What changes were made? Why? 3. Have two groups of students debate the value of Paul Cuffe's plan for colonizing Blacks in Africa.

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events

With the launching of the new federal union, many of the social, political, and economic issues of slavery had yet to be resolved.

Toussaint L'Ouverture
Haitian slave revolt
Benjamin Banneker
Jean Baptiste Point de Sable
Paul Cuffe
James Forten
Negro Convention Movement
Northwest Ordinance
3/5 compromise
Eli Whitney
"King Cotton"
Gabriel Prosser
Battle of New Orleans
Denmark Vesey
Absalom Jones
Richard Allen

The Black church has always been the essence of Black strength. The first official Black church was established in 1794 in Philadelphia by Richard Allen.

Teaching/Learning Activities and Media

Recommended Readings:
Bennett *Before the Mayflower*, pp. 70-126
Meier and Rudwick *From Plantation to Ghetto*, pp. 51-60
Franklin *From Slavery to Freedom*, Chap. 11-12

Activities:

1. Have the students investigate the legal, religious, geographical, and economic reasons for the decline of slavery in the New England and Middle Atlantic states.
2. Discuss the sections of the Constitution which deal with slavery and their significance.
3. In the 1790's, slavery was uneconomical and slaveholders were contemplating re-colonizing Blacks in Africa. Discuss the events that changed this and the subsequent changes in the institution of slavery in the southern United States.
4. Discuss the significance of the anti-slavery provision of the Northwest Ordinance. Why does free labor abhor the presence of slavery?
5. Have students research and report on slave rebellions and the response of the slave owners.

Filmstrips and Kits:
Afro-Americans Speak for Themselves
Educational Dimensions Group
The History of Black America: *The Plantation South* Universal Education

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The struggle over the sectional interests in Congress and within the country helped to widen the gap between the North and South. Slave codes American Anti-Slavery Society Missouri Compromise David Walker Nat Turner Underground Railroad Harriet Tubman William Still Slave narratives Sojourner Truth Frederick Douglass Alexander Crummell Henry Highland Garnet John Russwurm Compromise of 1850 Kansas-Nebraska Act Freeport Doctrine Dred Scott decision James P. Beckwourth Norbert Rillieux George Bush John M. Langston American Colonization Society Bushrod Washington The North Star Robert Purvis Charles Remond Samuel Cornish Freedom's Journal	Recommended Readings: Bennett Before the Mayflower, pp. 127-159 Meier and Rudwick From Plantation to Ghetto, pp. 60-136 Meier and Rudwick The Making of Black America, Vol. 1, pp. 137-335 Franklin From Slavery to Freedom, Chap. 13-15 Litwack North of Slavery: The Negro in the Free States, 1790-1860 Botkin Lay My Burden Down Henson Autobiography Douglass Life and Times of Frederick Douglass Drew The Refugee: A North-side View of Slavery Steward Twenty Years A Slave and Forty Years a Freeman Brown The Narrative of William W. Brown "Freedom's Journal" "The Liberator" Activities: 1. Have a group of students representing Abolitionists and a group representing slave owners debate the morality of slavery. 2. Have students chart the number of free and slave Blacks in the North and free and slave Blacks in the South for each decade from 1760-1860. 3. Have students graph the number of White Southern families owning no slaves, 1 - 5 slaves, 6 - 19 slaves, and 20 or more slaves in 1860. 4. Compare the lives of a slave on a large plantation, a slave on a small farm, a slave in the city, a free Black in the South, and a free Black in the North. 5. Have a groups of students research and report on the role of the Negro Convention Movement and Black Abolitionists in the anti-slavery movement. 6. List the justifications used for keeping Blacks as slaves. 7. List all the methods a slave could use to protest against his status.

Concepts, People, and Events	Teaching/Learning Activities and Media
	8. Using the slave codes, have students list the rights of slaves and the prohibitions on their actions. 9. Have students read at least one slave account of slavery, one account by a visitor, and one account by an owner. Have them compare and contrast these accounts and speculate on the reasons for the discrepancies among the accounts. 10. Have several students write biographies of David Walker and Henry Highland Garnet. How are they related to the Black Power Movement of the late 1960's? 11. Compare the Nat Turner revolt with those of Gabriel Prosser and Denmark Vesey. 12. Debate: It was wrong for the slave to revolt against his master since his master held him legally. 13. Compare Frederick Douglass with a Twentieth Century Civil Rights leader. 14. Have a group of students use the words of Negro spirituals, work songs, and folk stories to determine the slaves' attitude toward slavery. Films: MPS #27890 History of the American Negro (1619-1960) MPS #11690 Profiles in Courage - Fred Douglass MPS #11180 Slavery and Slave Resistance Filmstrips and Kits: Slavery in America Multi-Media Productions Afro-American Literature - An Overview Educational Dimensions Group Folk Songs and Frederick Douglass Lerner Ethnic Studies Library Chains of Slavery 1800-1865 Encyclopaedia Britannica Educational Corporation The History of Black America - Firebrands and Freedom Fighters Universal Education Slavery Attacked } Spectrum Eyewitness Accounts of American History Slavery Defended } Slavery in the U. S. Jackdaw kit

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The deep division within the nation over the slavery issue made the period after the Civil War a difficult time in which to bind the nation's wounds in its Reconstruction effort. Emancipation Proclamation Freedman's Bureau Black Codes 13th, 14th, 15th amendments Carpetbag Governments Robert Smalls Blanche K. Bruce Hiram Revels P. B. S. Pinchback Ebenezer D. Bassett Jonathon J. Wright Tenant farming Sharecropping Ku Klux Klan Redeemer governments	Recommended Readings: Bennett Before the Mayflower, pp. 160-219 Meier and Rudwick From Plantation to Ghetto, pp. 137-176 Meier and Rudwick The Making of Black America, Vol. 1, pp. 339-377 Du Bois Black Reconstruction Franklin From Slavery to Freedom, Chap. 16-17 Activities: 1. Discuss the reasons for Lincoln's initial rejection of Black volunteers for the Union army and his later change of heart. 2. Discuss the roles of Blacks in both the Southern and Northern war efforts. 3. Have the students compare the slave Codes and Black Codes. How would the status of Blacks in the South have changed under the Black Codes? How would it have remained the same? 4. Have small groups of students select one Southern state to investigate. Have them describe Black participation in that state's Reconstruction government and the accomplishments and failures of that government. 5. Challenge or defend: The former slaves used their freedom during Reconstruction to take revenge on their former masters and "rape" the South. 6. Discuss the effects of tenant farming and sharecropping on Black economic independence. 7. Relate the abuses of the Carpetbag governments to the national political scene. 8. Discuss the methods by which the "Redeemer" governments achieved power. Films: MPS #27891 History of the American Negro (1861-1877) Filmstrips and Kits: The History of Black America - From Freedom to Disappointment Universal Education

Concepts, People, and Events	Teaching/Learning Activities and Media
	Reconstruction 1865-1877 } Spectrum Eyewitness Accounts of American History

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
With the emergence of modern America, numerous obstacles were still in the path of Blacks as they struggled for equality. Many emerged, however, with laudable records of personal accomplishments in numerous fields of endeavor. Ku Klux Klan Redeemer governments Jim Crow Grandfather clauses Literacy test Poll tax Benjamin "Pap" Singleton Exodusters John Merrick Isaac Myers Elijah McCoy Jan Ernest Matzelinger Granville T. Woods Norbert Rillieux	Recommended Readings: Bennett Before the Mayflower, pp. 220-241 Meier and Rudwick From Plantation to Ghetto, pp. 177-185 Meier and Rudwick The Making of Black America, Vol. II, pp. 119-164 Franklin From Slavery to Freedom, Chap. 18, 21 Activities: 1. Discuss the extra-legal methods used for "keeping Blacks in their place". 2. Have the students investigate the scope of Jim Crow legislation. 3. Have students investigate the methods used to deny Blacks the right to vote. 4. Have a small group of students research and report on McCoy, Matzelinger, Woods, and Rillieux and their contributions to the growth of American industry. 5. Have a panel report on "Pap" Singleton and the Exoduster migrations. Films: MPS #11170 Black Men and Iron Horses

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events

As America entered the Progressive Era with a hope for economic and social progress, the urban movement brought Blacks to the city only to find new forms of discrimination in jobs, housing, and civil rights.

National Black organizations are formed to combat inequalities and to seek justice.

Mutual Aid Societies
Booker T. Washington
Tuskegee Idea
Atlanta Compromise
Accommodation
Nation Negro Business League
Plessy vs. Ferguson
"The Great Migration"
W. E. B. Du Bois
"Talented Tenth"
Niagara Movement
NAACP
Pan-Africanism
Marcus Garvey
UNIA (United Negro Improvement Association)
"Back to Africa"
William Monroe Trotter
Mathew Henson
George Washington Carver
Daniel Hale Williams
Madame C. J. Walker
Mary Church Terrell
Carter G. Woodson
The Harlam Renaissance
Paul Lawrence Dunbar
Claude McKay
Countee Cullen
James Weldon Johnson
Langston Hughes
Jazz
Billie Holiday
W. C. Handy
Duke Ellington
Ethel Waters
Louis Armstrong
Lynching
Alain Locke
Garret Morgan

Teaching/Learning Activities and Media

Recommended Readings:

Bennett *Before the Mayflower*, pp. 224-298
Meier and Rudwick *From Plantation to Ghetto*, pp. 184-238
Meier and Rudwick *The Making of Black America*, Vol. II, pp. 3-118, 165-226
Franklin *From Slavery to Freedom*, Chap. 23, 25, 26
Cruse *The Crisis of the Negro Intellectual*
"The Journal of Negro History"

Activities:

1. Discuss accommodation and migration as responses to the conditions of post-Reconstruction life.
2. Have students look up Milwaukee census reports and graph Black population from 1890 to 1970.
3. Have students read Booker T. Washington's Atlanta Compromise speech and speculate about Black and White reactions to it.
4. Discuss the new problems Blacks faced in the cities and the development of mutual aid societies.
5. Have a group of students compare and contrast the Atlanta Compromise speech with Du Bois' *Souls of Black Folk*. Which argument is more persuasive? Why?
6. Have a panel of students make a presentation and debate the educational philosophies of Booker T. Washington and W. E. B. Du Bois.
7. Discuss the Plessy vs. Ferguson decision. Have students read it and Justice Harlan's dissent and summarize the arguments.
8. Discuss the founding of the Niagara Movement and the NAACP. Include goals, methods, and membership.
9. Discuss Marcus Garvey and the United Negro Improvement Association. What was his plan for Negro advancement?
10. In an essay, have students compare and contrast the advancement plans of Washington, Du Bois, and Garvey. Have them select the plan they feel would be most successful and just and tell why.

Concepts, People, and Events	Teaching/Learning Activities and Media
	11. Have each student select a Black writer, singer, or musician from the Harlem Renaissance to report on. The report should include that person's contributions to American culture. *Films*: MPS #12330 *Booker T. Washington* *Filmstrips and Kits*: *Afro-American Literature*, Part II, Education Development Center *The Harlem Renaissance and Beyond* Guidance Associates *Afro-American Literature - An Overview* Educational Dimensions Group *Black History - 1865-1915* Library Filmstrip Center *Separate But Unequal, 1865-1910* Encyclopaedia Britannica Educational Corporation *The History of Black America - New Leadership and the Turning Tide* Universal Education

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
America enters the world scene with its involvement in the Spanish-American War. Blacks easily identified with oppressed Cubans and gave their enthusiastic support to the war effort. Wilson's "New Freedom" program brought little equality or gain for Blacks in personal, social, and economic freedom.	Recommended Readings: Franklin From Slavery to Freedom, Chap. 22,24 Activities: Have a panel of students report on the Black soldier's role in the Spanish-American War and World War I. The report should deal with the numbers involved, the records of Black units, the ranks of Black soldiers, and special honors.
Black expeditionary forces in World War I made notable contributions to America's fighting effort. Returning fighting men found little progress on the home front for equal justice as the world was being made safe for democracy.	Films: MPS #28060 Black Soldier
Negro Renaissance brought forth a rebirth of Black literature, music, and artistry.	
Charles Young Henry Johnson Needham Roberts Croix d' Guerre 369th Infantry Regiment, 93rd Division	

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events

America withdraws from the world scene and becomes completely absorbed in its domestic issues and problems.

The Great Depression immerses the nation in an economic dilemma. Black unemployment reaches a new high. The federal government creates many new agencies to fight the depression. Many of these agencies for the first time are headed by Blacks.

Mary McLeod Bethune
Scottsboro Trial
Arthur Mitchell
William Hastie
Marian Anderson
Roosevelt's "Black Cabinet"
A. Philip Randolph
FEPC

Teaching/Learning Activities and Media

Recommended Readings:

Bennett Before the Mayflower, pp. 298-310
Meier and Rudwick From Plantation to Ghetto, pp. 238-250
Meier and Rudwick The Making of Black America, Vol II, pp. 227-290
Franklin From Slavery to Freedom, Chap. 27

Activities:

1. Discuss the comparative effects of the Great Depression and the New Deal on Black and White citizens.
2. Have a group of students investigate and report on the "Black Cabinet" and speculate on it as an example of tokenism.
3. Have a few students report on A. Philip Randolph and his "March on Washington".

Films:

MPS #24980 George Washington Carver

Filmstrips and Kits:

American Negro Pathfinders - A. Philip Randolph and Mary McLeod Bethune
Bailey Film Associates
The History of Black America - Progress, Depression, and Global War Universal Education

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
World War II embroils the United States in a world-wide conflict. A million Black soldiers, sailors, and marines serve in the military in segregated fighting units. Justice, toleration, and dignity, along with social and economic well-being for all people become the stated goals of the United Nations to which the United States subscribes. Blacks continue to strive to see these goals attained in America. Benjamin O. Davis, Sr. Benjamin O. Davis, Jr. Dorie Miller	Recommended Reading: Franklin *From Slavery to Freedom*, Chap. 29 Activities: Discuss the Black soldier in World War II and compare it with World War I to point out any changes in status and role. Films: MPS #28060 *Black Soldier* MPS #16330 *Negro Soldier* Filmstrips and Kits: *American Negro Pathfinders - Benjamin O. Davis, Jr.* Bailey Film Associates

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
The Black struggle for equality becomes more aggressive as the battle is taken to the streets and the nation's capitol. Black awareness and Black pride help stimulate new legislation in the civil rights area. Court decisions which challenge an earlier separate but equal doctrine brings about changes in education and further stimulates new social, political, economic, and employment opportunities. Brown vs. Topeka Board of Education Thurgood Marshall Rosa Parks Montgomery Bus Boycott Civil disobedience Sit-in Martin Luther King, Jr. SCLC Little Rock, Arkansas James Meredith SNCC Stokely Carmichael CORE Roy Wilkins Urban League Whitney Young Ralph Abernathy Jesse Jackson Black Muslims Elijah Mohammed Malcolm X Freedom Riders March on Washington - 1963 Civil Rights Acts of 1957, 1960, 1964 Black Power Black Panthers Edlridge Cleaver Huey P. Newton Robert C. Weaver Affirmative action Urban riots - Watts	Recommended Readings: Bennett Before the Mayflower, pp. 310-355 Meier and Rudwick From Plantation to Ghetto, pp. 251-298 Meier and Rudwick The Making of Black America, Vol. II, pp. 291-507 Franklin From Slavery to Freedom, Chap. 28-31 Grant Black Protest Barbour The Black Power Revolt King Stride Toward Freedom King Where Do We Go From Here?: Community or Chaos King Why We Can't Wait Activities: 1. Discuss the comparative quality of White and Black education prior to 1954. 2. Compare Plessy vs. Ferguson with Brown vs. Board of Education. 3. Have students select Black leaders or Black rights organizations to report on. Compare philosophies and tactics. 4. Have a group of students debate the relative merits of non-violent and violent methods of achieving equal rights. 5. Discuss the achievements of the Civil Rights Movement up to 1965. 6. Have the students investigate the causes and results of the urban riots of the late 1960's. 7. Have a group of students research and report on the goals and tactics of the Black Power Movement and its reasons for dissatisfaction with the Civil Rights Movement. 8. Have a panel of students debate the merits of affirmative action programs. 9. Discuss the economic and political status of Afro-Americans today. 10. Investigate changes in Afro-American economic status. Films: MPS #27892 History of the American Negro (1877 - present) MPS #11160 Immigrant From America MPS #11190 Southern Accents, Northern Ghettos

Concepts, People, and Events	Teaching/Learning Activities and Media
Julian Bond Andrew Young Shirley Chisholm Bobby Seale Autherine Lucy Daisy Bales James Farmer Medgar Evers	Filmstrips and Kits: Out of the Mainstream Warren Schloat Productions Rush Toward Freedom Warren Schloat Productions The Search for Black Identity: Malcolm X Guidance Associates The Search for Black Identity: Martin Luther King Guidance Associates William F. Buckley's Firing Line: The Black Revolution Prentice-Hall Five Black Americans and Their Fight for Freedom Bailey Film Associates American Negro Pathfinders - Thurgood Marshall, Martin Luther King, Jr. Bailey Film Associates Afro-Americans Speak for Themselves Educational Dimensions Group Afro-American Literature - An Overview Educational Dimensions Group Jazz, The Music of Black America Educational Dimensions Group Martin Luther King: The Man and His Meaning Lerner Ethnic Studies Library Equality: A Look at the "Dream" Lerner Ethnic Studies Library The History of Black America - Hope, Disillusionment, and Sacrifice Universal Education

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL (1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
America's involvement in the Korean War brought Blacks into integrated fighting units of the armed forces for the first time in the nation's history. Numerous Blacks become involved in the United Nations as representative leaders from the United States. The Vietnam War effort found many Blacks helping to carry the burden of America's war effort. Black Americans' role in the atomic age must be to lead the world toward peace and international understanding. American Blacks find that they have a function to perform in carrying forward the struggle for freedom at home and abroad for the sake of survival of the world. Pan Africanism Ralphe Bunche Andrew Young Other Blacks in the United States today who are performing important duties are: Benjamin Hooks - NAACP Joseph Lowery - SCLC Vernon Jordan - Urban League Parren Mitchell - Black Congressional Caucus	Recommended Reading: Franklin *From Slavery to Freedom*, Chap. 31 Activities: 1. Discuss the reasons for and effects of Truman's order to integrate the armed forces. 2. Discuss the reasons for disproportionate Black enlistments in the armed forces and casualties in Vietnam. 3. Have a group of students research and report on Blacks in the foreign service. 4. Have a small group of students investigate Pan-Africanism and its significance for Afro-Americans. Filmstrips and Kits: *American Negro Pathfinders - Ralph Bunch* Bailey Film Associates *Quest for Equality*, 1910 - present Encyclopaedia Britannica Educational Division

ASIAN AMERICANS IN UNITED STATES HISTORY

Introduction

If American history is to provide students with some understanding of the Asian American, the course of study must do more than tell of the involvement of Asians in the last 125 years of our nation's history. It must provide insights into the traditions and customs of the ancient past. While the Asian American families of our society are presently the most common repository of this rich heritage, it would be helpful if all Americans could come to share this appreciation.

C. Y. Ho, Director
Asian American Community Center

There is a long and uninterrupted tradition in academic circles concerning the scholarly uses of Asian Americans. Numerous sociologists and historians have written "case studies" and monographs on Asian Americans, primarily to test and prove the notion that America is an open, democratic society, and to show that hard work is the prerequisite for upward mobility. In conjunction with these themes, the question that is consistently raised by scholars is whether or not Asian Americans can be assimilated into American society.

In addition to these works, there are historical, psychological, and sociological tracts that perpetuate the myth of Asian Americans as a "model minority," who have "overcome" discrimination and "made it" in America. Because works of this type are generally written from a white perspective, they are replete with many of the racist stereotypes and value judgements commonly held about Asian Americans. These stereotypes are perpetuated and exacerbated largely through a reliance on traditional and academic sources of information and personal bias. Moreover, academic exercises of this kind often mystify understanding with technical "jargon."

Without a doubt, past and current "scholarship" of this nature has done a great harm and disservice to Asian Americans. In this bibliography, selected resources on Asian Americans were compiled in order to counter the misconceptions and faulty "scholarship" that is prevalent. The resources are written predominantly from an Asian American perspective. Taken as a whole they tell the story and represent the historical, literary, and visual sensibility of those Americans who are of Chinese, Japanese, Korean, and Pilipino ancestry. The works define who and what an Asian American is, what the Asian American experience has been, and fill in much of the American history that has systematically been omitted from social studies and history texts.

By no means is there an abundance of acceptable books on Asian Americans. General histories of the different Asian American groups still need to be written by Asian Americans themselves. Community histories also need to be written. It is clear, however, that with the emergence of an Asian American consciousness developed out of the Civil Rights Movement, good publications on many facets of the Asian American experience are appearing.

The bibliography is divided into six areas: General Resources, Chinese American Experience, Japanese American Experience, Korean American Experience, Pilipino American Experience, and Multimedia Resources. All materials selected for inclusion were reviewed individually and met the criteria listed below. In some cases, inclusion was made after consultation with various Asian Americans who possess expertise in certain subject areas.

The following set of criteria was applied to each print and non-print resource reviewed. Materials selected for inclusion all met the first three criteria, and at least one of the remaining four, if not all:

1. Accessibility - all materials listed are available from the publisher or organization where it originated.

2. Authenticity - the material is authentic and written so that an Asian American perspective is presented. Asian Americans are not depicted in stereotypic terms and images, but as people in struggle, love, sorrow, and happiness.

3. Accuracy - the material is accurate especially as it relates to Asian American history. Facts are not omitted, distorted, or misleading, but are presented and interpreted in light of historical research.

4. The material reflects an awareness of the changing role of Asian American women in society.

5. The psychological perspective is understood in terms of what it is like growing up Asian American in a white society, and the cultural and generational conflicts that result because of it.

6. The material is not condescending or demeaning. It must evoke a positive and realistic image of Asians and Asian Americans, but at the same time must not avoid important issues or points in order not to be offensive.

7. Each film viewed presented the issue(s) clearly without any attempts at misrepresentation or playing down racism.

Peter Moy, Consultant
Office of Equal Educational Opportunity
Wisconsin Department of Public Instruction

GENERAL RESOURCES

The general section of this bibliography provides a list of those resources which offer a perspective on many different groups of Asian Americans. These resources deal with Chinese, Japanese, Korean, and Pilipino Americans as well as with a multiplicity of topics and issues related to the Asian American experience from the historical and political to the personal and psychological. The volumes that best introduce this "multi-perspective" and are indispensable toward understanding Asian America are:

Roots: An Asian American Reader

Counterpoint: Perspectives on Asian America

The general section also includes listings of more specific works dealing with one topic or issue, such as Asian women, Asian Americans and the law, and the plight of the Asian American elderly and poor. Also included is the collective literary voice of Asian America. Over 100 years of blatant and subtle oppression have resulted in a literary style that is uniquely Asian American. However, even though Asian Americans have been writing seriously and creatively since the 1920's, only a few have been published by major publishing houses. White literary critics have applied white literary standards to Asian American writing, and the result has been a denial in the voice of Asian America. In recent times, however, ethnic studies departments, small publishing firms, and some university presses have been responsive to Asian American literature, and this has resulted in the expression of a genuine literary sensibility.

Akamatsu, Don and Moy, Peter. *Asian Americans: Makers of American History*. Madison, Wisconsin: Department of Human Relations, Madison Metropolitan School District, 1976. 29 pp., illus.

This is a supplementary history text intended for middle and high school students. The Chinese, Japanese, Korean, and Pilipino American historical experience is covered in this text. The material is factual, informative, and serves its purpose well.

Asian American Studies. Department of Ethnic Studies. *Asian American Review*, Vol. 2, No. 1. Berkeley: University of California, 1975. 212 pp.

A fine and valuable resource dealing with the creative expressions and perspectives of Asian Americans. The *Asian American Review* was designed to generate discussion and ideas concerning the viability of Asian American Studies.

Asian American Studies Center. *Asian Women*. Berkeley: Asian Women's Journal, University of California, 1971. 144 pp., illus.

This volume is composed of a collection of essays, interviews, poetry, and herstory, written by and about Asian women. Four perspectives are offered: Herstory, Reflections, Third World Woman, and Politics of Womanhood. This is probably one of the first serious attempts at dealing with this aspect of the Asian American movement.

Asian American Studies Center. *Contacts and Conflicts: The Asian Immigration Experience*. Los Angeles: University of California, 1975. 46 pp., illus.

This slim volume explores the nature of Chinese, Japanese, Pilipino, Korean, and Samoan immigration to America. It also covers such diverse topics as, "Early Asian Women in America," "The Exploitation of Asian Farm Workers," and "Anti-Asian Hostility." A graphic summary of Asian immigration is also included. This is a valuable resource and supplement to standard social studies texts.

Gee, Emma, (ed.). *Counterpoint: Perspectives on Asian America*. Los Angeles: Asian American Studies Center, University of California, 1976. 595 pp., illus., $8.95.

Counterpoint is the sequel to *Roots: An Asian American Reader*. This massive volume is critical and indispensable in any attempt to further understanding of the Asian American perspective. Fifty-four provocative articles, 31 short stories and poems, and over 130 illustrations and photographs are featured. The articles present a perspective that challenges all conventional and traditional writings on Asians and Asian Americans of the last 100 years. The first section, entitled "Critical Perspectives," offers material of a political and historical nature. The second section, "Contemporary Issues," deals with education, communications and mass media, labor, and immigration. The final section, "Literature," gives vent to the literary sensibility of Asian Americans. *Counterpoint* will prove to be a valuable resource for many years to come.

Hundley Jr., Norris, (ed.). *The Asian Americans: The Historical Experience*. Santa Barbara: American Bibliographical Center, Clio Press, Inc., 1976. 186 pp., $5.75.

Eight articles/essays on Asian American history make up this volume. They include, "The Korean Experience in America, 1903-1924," "Pilipinos in the United States," and "Class or Ethnic Solidarity: The Japanese American Company Union." This book should prove useful toward furthering understanding of Asian American history.

Ignacio, Lemuel F. *Asian Americans and Pacific Islanders*. San Jose: Pilipino Development Associates, Inc., 1976. 305 pp.

A very informative and fascinating account of the author's personal experiences in the Asian American movement from its genesis in 1967 at San Francisco State college to the present day. The author has a fine grasp and understanding of third world politics in the United States and the need for community organizing. In addition, Ignacio's own Pilipino American consciousness is well developed.

Jacobs, Paul; Landau, Saul; and Pell, Eve. *To Serve the Devil*, Vol. 2: *Colonials and Sojourners*. New York: Vintage Books, 1971. 379 pp., $2.95

A documentary analysis of America's racist history relative to Hawaiian Americans, Chinese Americans, and Japanese Americans. This volume serves as a basic reader, and is very useful in understanding white racism. The introduction is brief but well written.

Kahng, Anthony. *Asians and the American Legal Process*. New York: Asian American Resource Center, Basement Workshop Inc. 85 pp.

There is very little written about Asian Americans and the law. One reason is because of the stereotype of Asians as "law abiding" citizens. Kahng's work introduces us to the topic of the legal problems of Asians and Asian Americans, and is a good source to refer to.

Kao, Donald. *Asian American Literature: The Voice of Asian America*. New York: Asian American Resource Center, Basement Workshop Inc., 1976. 90 pp.

An excellent critique of seven works of literature written by Asian American authors. Kao provides the necessary background on the identity, history, and experience of Asian America before analyzing Asian American literature. The books critiqued are, *The House That Tai Ming Built*, *The Flower Drum Song*, *Fifth Chinese Daughter*, *Father and Glorious Descendant*, *Nisei Daughter*, *American in Disguise*, and *No-No Boy*. This is Yellow literary criticism at its best, as distinct from white literary criticism.

Lee, Lai Ping. *An Analysis of Asian Stereotypes on the American Screen*. New York: Asian American Resource Center, Basement Workshop Inc., 1977. 19 pp.

A good paper dealing with Asian stereotypes in the movies.

Light, Ivan H. *Ethnic Enterprise in America*. *Business and Welfare Among Chinese, Japanese, and Blacks*. Berkeley and Los Angeles: University of California Press, 1972. 209 pp.

This work is an interesting account of ethnic business enterprise and development in America. Two chapters cover Japanese and Chinese business enterprise, and there is some useful and valuable information to be found in these pages. In America, there is a direct link between Chinese and Japanese social organizations and business endeavors.

Mar, David and Sakai, Joyce. Asian American Research Project. *Asians in America*. *Selected Student Papers*. Working Publication No. 3. Davis, California: University of California. 1970. 96 pp.

This is a collection of student papers written to illustrate research and project topics that can be developed in an introductory course in Asian American studies. The papers deal with areas that are relevant to the student in terms of his/her Asian American experience. The range of topics include personal perspectives, community, labor, and education.

Nee, Victor and Brett; Yu, Connie Young; and Wong, Shawn Hsu, (eds.). *Bulletin of Concerned Asian Scholars*. Special Issue: *Asian America*, Vol. 4, No. 3, Fall 1972. San Francisco: Jon Livingston. 72 pp., $1.00.

A valuable issue for the treatment of critical topics concerning Asian America. There are articles dealing with "A Historical Survey of Organizations of the Left Among the Chinese in America," and "The Chinese in American Courts." A good portion of this issue also deals with the literature of Asian America.

Perspectives on the Asian American Experience. Selected Papers Presented at the Second Annual Conference of the Asian American Council of Greater Philadelphia. October 26, 1974. Philadelphia: Asian American Council of Greater Philadelphia, 1975. 37 pp.

Offers a varied perspective on the Asian American experience. Papers include, "The Asian American Experience in Philadelphia," "Political Change in Philadelphia's Chinatown," "The Pilipinos in America," and "Asian American Youth."

Reed, Ishmael. *Yardbird Reader*, Vol. 5. Berkeley: Yardbird Publishing, Inc., 1976. 312 pp.

This is a multicultural reader, containing essays, stories, and poetry by third world authors. There are several good pieces by Asian American authors Shawn Wong, Doug Matsui, and Lonnie Kaneko, but the real value of this volume lies in its multicultural approach.

Sue, Stanley and Kitano, Harry H.L., (eds.). "Asian Americans: A Success Story?" Journal of Social Issues, Vol. 29, No. 2, 1973. Ann Arbor, Michigan: Society for the Psychological Study of Social Issues.

This volume is devoted to exploring the myths about Chinese and Japanese American "success" and the "model minority" syndrome. It clarifies many of the stereotypes and misconceptions concerning these two groups and in the process, it delves into the real situation facing Chinese and Japanese Americans in society today.

Sue, Stanley and Wagner, Nathaniel N., (eds.). Asian Americans: Psychological Perspectives. Palo Alto, California: Science and Behavior Books, 1973. 298 pp.

There are selections on racism and acculturation, juvenile delinquency, mental illness among Chinese and Japanese Americans, etc., in this volume. It is particularly useful in that it offers a psychological perspective on Asian Americans that is relatively unknown.

Tachiki, Amy; Wong, Eddie; Odo, Franklin; and Wong, Buck (eds.). Roots: An Asian American Reader. Los Angeles: University of California, 1971. 345 pp., $5.00.

Roots is the basic text of the Asian American consciousness that emerged in the 1960's. Its value lies in its scope. It provides one of the best introductions to the Asian American experience as well as a base for further study. This anthology of articles, poems, interviews, and photographs offers three perspectives: "Identity," "History," and "Community."

United States Commission on Civil Rights. The Forgotten Minority: A Review of Problems Confronting Asian Americans in New York City. A report of the New York State Advisory Committee to the United States Commission on Civil Rights, March 1975. New York: United States Commission on Civil Rights (26 Federal Plaza, New York, New York 10007). 1975.

This report examines many of the problems that confront Asian Americans in New York City and the stereotypes operating that effectively deny them needed health and social services. The report also covers governmental policies relative to the Asian immigrant, employment, the Asian as a stereotype, and demographic data on Asian Americans in New York City.

ASIAN AMERICANS IN UNITED STATES HISTORY

CHINESE AMERICAN EXPERIENCE

As the title indicates, this section of the bibliography deals with the Chinese American experience. Although the history of Chinese America spans for over 125 years, very little if none at all ever appears in our standard textbooks. What we usually find are token references to the presence of Chinese laborers in America during the 19th century, usually as railroad workers, coolies, and laundrymen.

The problem is that Chinese American history, like the history of all racial minorities in America, is treated not as part of American history but apart from it. It appears as an anomaly or a footnote inserted into the process of "real" American history. The omission of minority history has been systematic and methodical. For generations, students have been taught a one-sided version of the history of their country, and have grown up with a distorted historical perspective.

The works on Chinese American history included here will begin to fill in the gaps found in American history, particularly during the 19th century. It will provide a historical perspective that is unique and necessary. The immigration experience, personal histories, anti-Chinese agitation, the exclusion movement, the many accomplishments, the role of Chinese labor in the development of the American west, are all part of the Chinese American historical experience. These areas, as well as non-historical ones, are clearly and importantly defined in the resources.

A note about community. The history of Chinese America is intimately and decisively bound to the Chinese communities that arose in response to oppression. A knowledge of community history is indispensable to any understanding of Chinese American history, and there are some excellent works included that will detail this aspect of the Chinese American experience. In recent times, as Asian Americans recover and define their identity in terms of their historical experience in America, there is a need for them to understand and identify with their respective communities and work toward solving the many problems that white society has fostered on them.

Chin, Doug and Art. Up Hill: The Settlement and Diffusion of the Chinese in Seattle, Washington. Seattle, Washington: Shorey Original Publications, 1973. 70 pp., illus., $6.00.

A good account of the Chinese community in Seattle. The rise of the community is seen within the context of Chinese American history. The study is historical, sociological, and geographical in nature, and contains useful information for those interested in Seattle's Chinese community.

Chinatown Historical Society. "Chinese in America: Images From a Neglected Past." New York: Chinatown Historical Society, Basement Workshop Inc. 10 pp., illus.

This is a bilingual pamphlet containing sketches of Chinese American history. Included is a brief history of Chinese America, a personal narrative of a "California Farmer's Toil," another personal account of a "Laundry Man's Lament," and some key dates in Chinese American history. Twelve illustrations make up the remainder of the pamphlet. Quite a useful resource to have in the classroom.

Chinese-American Workers: Past and Present, Vol. 1, No. 1. New York: Getting Together, 1970. 105 pp., $.25.

This is an anthology of articles dealing with the labor and daily lives of Chinese working people in America. Articles are drawn from Chinese American history, contemporary worker's conditions, working women, Chinese youth, and culture. The overall perspective presented here is Chinese labor, an element which played a definitive role in the development of America.

Chinese Americans: School and Community Problems. Chicago: Integrated Education Associates, 1972. 76 pp., $1.25.

This fine volume is composed of 12 articles that deal with Chinese American educational and community problems. It serves as an excellent introduction to two areas that have been neglected, and effectively shatters some myths that whites have perpetuated about Chinese American "success."

Chinese Historical Society of America. *The Life, Influence, and the Role of the Chinese in the United States, 1776-1960*. Proceedings/Papers of the National Conference held at the University of San Francisco. San Francisco: Chinese Historical Society of America, 1976. 338 pp., $6.50.

An interesting and varied collection of articles covering almost every aspect of the Chinese American experience. History, culture, community, contemporary issues, Chinese American women, personal history, etc., are only some of the topics found in this valuable volume.

Chinn, Thomas W.; Lai, H. Mark; and Choy, Philip R., (eds.). *A History of the Chinese in California. A Syllabus*. San Francisco: Chinese Historical Society of America, 1969. 81 pp.

Gives a brief but sound overview of the Chinese experience in California. It contains useful demographic information on the Chinese from 1820 to 1960. Examples of racist legislation and discrimination against the Chinese abound in this work.

Chiu, Ping. *Chinese Labor in California, 1850-1880. An Economic Study*. Madison, Wisconsin: The State Historical Society of Wisconsin/Department of History, University of Wisconsin, 1963. 92 pp.

A good resource dealing with Chinese labor and its role in the development of the economy of 19th century California.

Lai, H. Mark and Choy, Philip P. *Outlines: History of the Chinese in America*. San Francisco: Chinese-American Studies Planning Group, 1971. 164 pp.

Quick and handy reference to Chinese American history. This outline is very detailed, and contains much factual information. This publication would be useful as a guide in a class or section in Chinese American history.

Lan, Dean. *Prestige with Limitation: Realities of the Chinese-American Elite*. San Francisco: R & E Research Associates, 1976. 75 pp.

This work effectively shatters the "success" image of Chinese Americans. The author also demonstrates that even the so-called "Chinese American elite" face severe limitations and barriers in employment mobility, residential mobility, and social status in clubs and organizations.

Light, Ivan and Wong, Charles Choy. *Protest or Work: Dilemmas of the Tourist Industry in American Chinatowns*. Los Angeles: University of California, 1975. 26 pp.

The flourishing tourist trade in American Chinatowns masks and obscures the extreme poverty that its inhabitants face. The authors probe this glaring contradiction and reach some conclusions that answer the question "why?"

Miller, Stuart Creighton. *The Unwelcome Immigrant. The American Image of the Chinese, 1785-1882.* Berkeley and Los Angeles: University of California Press, 1969. 259 pp.

An interesting and absorbing account of the evolution of the racist image of the Chinese in 19th century America, and the role this image played in the national decision to exclude the Chinese. Miller successfully demonstrates that the hostility directed against the Chinese was not exclusively based in the American West, but that it was a national phobia.

Moy, Peter. *The History of Chinese in the U.S.A.*

Nee, Victor G. and Brett de Bary. *Longtime Californ': A Documentary Study of an American Chinatown.* Boston: Houghton Mifflin Co., 1974. 410 pp., $4.75.

A fascinating and valuable account of San Francisco Chinatown from its beginning to the present; also details the history of the Chinese in California. Numerous interviews are conducted with persons representing several generations of Chinese Americans living in and around Chinatown. Herein lies the value of the book. The interviews, woven with the narrative, presents an excellent picture of Chinatown life past and present.

Sun, Shirley. *Three Generations of Chinese-East and West.* Oakland, California: The Oakland Museum, 1973. 41 pp., illus.

A brief outline of Chinese immigration, the anti-Chinese movement, and Chinese Americans.

Tung, William L. *The Chinese in America, 1820-1973. A Chronology and Fact Book.* Dobbs Ferry, New York: Oceana Publications, Inc., 1974, 150 pp.

Tung's work is valuable for those interested in facts and documents. The book is divided into a chronology of events and an exhaustive section of documents relating to the Chinese in America.

Wei Min She Labor Committee. *Chinese Working People in America. A Pictorial History.* San Francisco: United Front Press, 1974. 71 pp., illus., $2.00.

This is an excellent pictorial history which effectively shatters the stereotype of Chinese working people as passive, docile, strike-breaking coolies. The real history of the Chinese working class in America is presented in this publication. The Chinese were responsible for building up much of the wealth and economy of the American West, and historically fought against employers who tried to exploit them.

Wu, Cheng-Tsu, ed. *"Chink": A Documentary History of Anti-Chinese Prejudice in America.* New York: World Publishing, 1972. 289 pp., illus., $7.95.

This book documents the history of racism against Chinese Americans. It is rich in documents relating to anti-Chinese legislation since the 19th century. It also offers a sound exposition of how racism was institutionalized against Chinese Americans. The last chapter is particularly significant in that it explodes the myth of Chinese American "success." The author deals with important material and offers a perspective not found in standard works.

Yung, Danny and Leung, Lillian. "New York Chinatown." Chinese-American Experience: A Chronology, chap. III. New York: China Institute of America, 1976. 58 pp.

A good account of the conditions and problems in New York's Chinatown. Among the areas covered are immigration, labor, education, and social organization. Taken as a whole, this work provides us with a good overview of a much neglected community.

JAPANESE AMERICAN EXPERIENCE

The earliest Japanese immigrants to America arrived in California during the late 1860's. Although anti-Chinese sentiment was pervasive at this time, the Japanese at first encountered very little opposition. Typical newspaper editorials such as the one found in the San Francisco Chronicle dated June 17, 1869, proclaimed that "The objections raised against the Chinese . . cannot be alleged against the Japanese . . . They have brought their wives, children, and . . . new industries among us." With this apparent atmosphere of toleration, many Japanese came to America to seek their fortunes.

With the exclusion of the Chinese in 1882, a "vacuum" was created for cheap sources of labor. This prompted American companies to contract the services of the Japanese who had emigrated to Hawaii as plantation workers (the "labor shortage" was a shortage of labor unwilling to work for slave wages. Although The Chinese Exclusion Act did restrict the number of Chinese coming to America, there were still sizeable numbers of Chinese and other minority workers in the west. Because employers did not want to pay Chinese workers the one dollar per day they were demanding and receiving, they imported Japanese labor). In America, the Japanese continued as agricultural laborers. They worked for wages substantially less than what Chinese laborers were earning.

In time, the prejudicial attitudes towards the Chinese were directed against the Japanese. During the 1880's, organized elements of labor once again took the lead and raised the banner of anti-Asian agitation. By 1900 it had reached national proportions. Assaults on Japanese workers by whites was commonplace. While whites were never convicted for their crimes, the Japanese were punished for defending themselves. Still, the Japanese fought back. During the years 1868-1920, Japanese laborers alone were involved in over 60 strikes against oppressive employers.

In 1924, after prolonged lobbying from west coast groups, the United States passed the Immigration Act that excluded the Japanese. Eighteen years later, 110,000 Japanese Americans, 70,000 of whom were American citizens by birth, were interned in concentration camps. In 1950, with the passage of the McCarran Act, the first generation Japanese Americans were permitted to become naturalized citizens. This occurred after some Issei were in this country for 50 years or longer, many of whom were veterans of the Spanish-American War.

The resources in this section of the bibliography will introduce and detail the Japanese American experience. The works are essentially of a historical nature, but include literary, legal, and community resources as well. There are some excellent works that deal with the history of Japanese America prior to World War II, such as Issei: A History of Japanese Immigrants in North America. Overall, however, there is still an obvious lack of good material written on the Japanese American experience prior to Pearl Harbor. This, in addition to community histories, need to be written by Japanese Americans.

By far the majority of books published on the Japanese Americans deal with their experiences in the concentration camps. This fact is reflected in the selections that follow. While this is essential in helping to expose an otherwise ignored chapter of American history, one must be careful not to view Japanese American history exclusively in terms of the camp experience. It is only a part of the total Japanese American experience.

Chuman, Frank F. *The Bamboo People: The Law and Japanese-Americans*. Del Mar, California: Publisher's Inc., 1976. 386 pp.

This book is a legal history of Japanese Americans beginning with the first immigrants in 1869 to the present. Written from a Japanese American perspective, Chuman traces and describes white America's racism toward Japanese Americans as manifested in the numerous instances of legislation passed against them. One aspect that becomes clear in the book is that in a supposedly "democratic" country, racism has and continues to receive legal sanction.

Cole, Cheryl L. *A History of the Japanese Community in Sacramento, 1883-1972: Organizations, Businesses, and Generational Response to Majority Domination and Stereotypes*. San Francisco: R & E Research Associates, 1974. 160 pp.

A fairly comprehensive account of the Japanese American community in Sacramento from 1883-1972. Interviews with Japanese American residents of Sacramento are included and are valuable.

Conrat, Maisie and Richard. *Executive Order 9066: The Internment of 110,000 Japanese Americans*. Los Angeles: California Historical Society, 1972. 120 pp., illus., $3.95.

The history of the internment of 110,000 Japanese Americans during World War II unfolds in this pictorial history. The pictures are magnificent, and alone they convey the story of one of the most atrocious crimes ever committed by the United States Government against its own citizens.

Conroy, Frances Hilary and Miyakawa, T. Scott, (eds.). *East Across the Pacific: Historical and Sociological Studies of Japanese Immigration and Assimilation*. Santa Barbara, California: American Bibliographical Center, Clio Press, 1972. 322 pp.

This is one of the few books that deal with the Japanese American experience prior to the concentration camps. Essays cover the areas of immigration, community, and history.

Daniels, Roger. *Concentration Camps U.S.A.: Japanese Americans and World War II*. New York: Holt, Rinehart and Winston, Inc., 1971. 188 pp., illus.

Daniels provides a fairly good picture of the Japanese American concentration camp experience. His two other works should be consulted in order to fully understand the events leading up to the internment.

Daniels, Roger. *The Decision to Relocate the Japanese Americans*. Philadelphia: J. B. Lippincott Co., 1975. 135 pp.

Daniels examines the decision-making process by which the forced internment of the Japanese Americans was made.

Daniels, Roger. *The Politics of Prejudice. The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion.* Berkeley: University of California Press, 1962. 165 pp.

Daniels traces the origins and development of more than a quarter century of the anti-Japanese exclusion movement in California. In the process, Daniels sheds light on the anti-democratic nature of those groups who were supposedly dedicated to the ideals and principals of democracy: labor unions, progressive groups, leftist groups, etc. This book provides good background information toward an understanding of the concentration camp experience.

Eaton, Allen H. *Beauty Behind Barbed Wire. The Arts of the Japanese in Our War Relocation Camps.* New York: Harper and Brothers Publishers, 1952. 208 pp., illus.

This volume is unusual in that it is a study of the artistic activities of the Japanese Americans interned in America's concentration camps. Much beauty was created inside the camps amidst the bleak and horrible living conditions the internees were forced to endure. Eaton goes into the various hobbies and group activities of the Japanese Americans. Numerous photographs capture the wide range of the artistic and cultural talents of the Japanese Americans. This book offers an aspect of the concentration camp experience hitherto untouched.

Grodzins, Morton. *Americans Betrayed: Politics and the Japanese American Evacuation.* Chicago: University of Chicago Press, 1949. 445 pp.

This work is a detailed account and analysis of the organized effort by west coast groups to get rid of the Japanese Americans. Grodzins traces the activities of local, state, and regional pressure groups as well as the role of the federal government in their clamor and final decision to evacuate, detain, and relocate over 110,000 Japanese Americans.

Hansen, Arthur A. and Mitson, Betty E., (eds.). *Voices Long Silent. An Oral Inquiry into the Japanese American Evacuation.* Fullerton, California: The Japanese American Project of the Oral History Program at California State University, Fullerton, 1974. 216 pp.

An excellent book recounting the personal experiences of those Japanese Americans interned in the United States. In recent times more and more Japanese Americans are coming out with their experiences in the camps, and publications like this are a welcome addition.

Herman, Masako, (ed, and comp.). *The Japanese in America, 1843-1973. A Chronology and Fact Book.* Dobbs Ferry, New York: Oceana Publications, Inc., 1974. 152 pp.

This is a useful book for those interested in researching primary sources. It is divided into three sections. The first is a chronology of events dating from 1843 through 1973. The second contains numerous documents dating from the Gentlemen's Agreement in 1908 to Nixon's letter of May 28, 1969, pertaining to the "Centennial of Japanese Immigration." The last section provides an array of demographic information, biographical information, and material on the "Relocation Centers."

Ichihashi, Yamamoto. *Japanese in the United States. A Critical Study of the Problems of the Japanese Immigrants and Their Children.* Stanford: Stanford University Press, 1932. 426 pp.

Ichihashi's book remains the standard work on the Japanese immigrants in the United States. Chapters include "Causes of Japanese Immigration," "Anti-Japanese Agitation," and "The Alien Land Laws and Other Discriminatory Laws of California." This work provides the needed historical material on the Japanese American experience for the period prior to World War II.

Ito, Kazuo. *Issei: A History of Japanese Immigrants in North America*. Trans. Shinichiro Nakamura and Jean S. Gerard. Seattle, Washington: Executive Committee for Publication of Issei: A History of Japanese Immigrants in North America, 1973. 1016 pp., illus.

This is a massive history of the trials and tribulations of the Issei (first generation Japanese Americans) in North America, particularly in the Pacific Northwest. Kazuo's work is extremely valuable not only in contributing to knowledge of the Japanese in America before World War II, but also in that it contains numerous personal experiences and reminiscences of the Issei themselves.

Kitagawa, Daisuke. *Issei and Nisei: The Internment Years*. New York: Seabury Press, 1967. 174 pp., $3.95.

The author was a minister who was interned in a California concentration camp. This book is a record of his opinions and observations concerning his experience. Kitagawa provides us with a first hand account of camp conditions, the severe psychological conflicts that internees suffered, and the generational conflicts between first and second generation Japanese Americans. Kitagawa is biased in favor of Christianity and is at times glib and accommodating. The record of his experiences, however, is worth investigating.

Nelson, Douglas W. *Heart Mountain: The History of an American Concentration Camp*. Madison, Wisconsin: State Historical Society of Wisconsin, 1976. 183 pp.

A useful analysis of the Japanese American experience at the Heart Mountain, Wyoming, concentration camp. Nelson focuses in on the lives of the Japanese Americans who were forced to live there from 1942-1945. He also dispels the myth that the Japanese Americans accepted their fate quietly and without resistance. Heart Mountain, in reality, was the focal point among the ten concentration camps for draft resistance.

Ogawa, Dennis. *From Japs to Japanese: An Evolution of Japanese American Stereotypes*. Berkeley: McCutchan Publishing Co., 1971.

A general and brief account of the negative and positive stereotypes of Japanese Americans. Although the treatment is superficial, it nonetheless introduces us to the topic and stimulates some thought.

Okada, John. *No-No Boy*. Rutland, Vermont: C.E. Tuttle Co., 1957. 308 pp.

No-No Boy was the first novel Japanese America produced. It is an excellent piece of literature, capturing the speech and characterizations of the Nisei (second generation Japanese Americans). Above all, it is a serious attempt at dealing with the Japanese American identity and the development of a new consciousness.

Okubo, Mine. *Citizen 13660*. New York: Columbia University Press, 1946. 209 pp., illus.

Citizen 13660 is a serious piece of creative writing. It is an autobiographical narrative with pictures and text that reveal what life was like for a Japanese American woman interned at Tanforan race track and then at Topaz. Okubo's sketches beautifully document the feelings of camp existence. Her text is to the point, full of the bitterness that she and other Japanese Americans felt at being incarcerated. This book is all the more remarkable because it was published in 1946, a time when anti-Japanese feeling still ran high in America.

Sone, Monica. *Nisei Daughter*. Boston: Little, Brown and Company, 1953. 238 pp.

The evolution of a Japanese American woman's identity and sensibility is revealed in this book. Sone expresses much of the anguish and anger of a person victimized by a racist country. This book maintains its Japanese American integrity.

KOREAN AMERICAN EXPERIENCE

Like the Chinese and Japanese immigrants before them, the Koreans came to America mainly as contract laborers. In 1903, 94 Korean laborers were contracted to work in sugar plantations in Hawaii. In 1905, when it was revealed that they were working under abominable conditions, the Korean government put an end to immigration to the Hawaiian Islands. At this time approximately 11,000 Koreans had already emigrated to Hawaii.

The Koreans who stayed on in Hawaii found it increasingly difficult to earn a decent living. Wages were approximately seventy cents for ten hours of work on the plantations. Spurred on by the prospect of better working conditions and wages on the West Coast of continental America, Korean workers in Hawaii began to shift their focus eastward. Immigration was accelerated in 1904 when American railroad barons sent representatives to Hawaii to recruit Korean workers. By 1907, there were approximately 2,000 Korean laborers in San Francisco. Wages for railroad work averaged about $1.20 to $1.50 per day, but what income gains the Koreans made in America was offset by the long hours they were required to put in.

During the early 1900's, agricultural and industrial expansion on the West Coast created more job opportunities. Large numbers of Koreans arrived to work and subsequently settled in many parts of the West Coast. Koreans settled in towns like Dinuba and Reedley in the San Joaquin Valley, where Korean American communities still exist to this day. In addition, isolated farming communities sprang up in such places as Denver, Seattle, Salt Lake City, and Butte, Montana.

The experiences of the Koreans in America were similar to those of the Chinese and Japanese immigrants. They were initially tolerated by white people who did not perceive a Korean threat as long as their numbers remained small. Once white workers suspected that the Korean laborers were taking jobs away from them, however, agitation quickly arose. The annals of Korean American history are replete with numerous instances of anti-Korean violence. These incidents were not isolated acts but a deliberate, systematic attempt to rid the West Coast of Korean Americans. The basis for anti-Korean agitation was racial hatred. Due to their relatively small numbers, the Korean immigrants were spared from the exclusionary fever that decades earlier had gripped the West Coast. The effects of the Chinese exclusion remained, however, for all occupations were closed to Korean workers except for the most menial ones.

Although Koreans have been in America for over 70 years, they are perhaps the least known of the Asian Americans and certainly the least understood. Part of this is due to the fact that prior to 1965, Korean immigration to America was limited in numbers and duration. Another reason is that unlike the Chinese and Japanese pattern of urban settlement, Korean Americans have been dispersed throughout the country, where their patterns of settlement have largely been rural and isolated.

While the above factors are crucial to an understanding of the Korean American experience, one additional factor is central. Much of the early Korean American activity in the United States beginning around 1904 revolves around their identification with the nationalistic, patriotic, and resistance movements occurring in Korea to expel the Japanese rulers. The early political and social history of Korean America, then, is to be understood in these terms.

The paucity of good materials on the Korean American experience is reflected in the small number of resources listed in this section of the bibliography. There is an indication from groups on the East and West Coasts, however, that Korean Americans are beginning to write of their experiences and history as well as creative literature. Moreover, books dealing with the critical period from 1945 to the present relative to contemporary Korean America are in progress. In time, the Korean American experience will be well documented.

It must be noted that because the resources on Korean Americans are limited for now, this does not lessen nor obscure their significance as a viable minority group in America, past and present. Just as the Chinese and Japanese before them, Korean Americans have accomplished and contributed to the building and development of America.

Kim, Hyung-Chan and Patterson, Wayne, (eds. and comp.). The Koreans in America 1882-1974. A Chronology and Fact Book. Dobbs Ferry, New York: Oceana Publications, Inc., 1974. 147 pp.

Of all the Asian American groups in the United States, Korean Americans are probably the least known and understood. This volume provides a beginning attempt to outline the history of Korean Americans starting with the Treaty of Amity and Commerce (which set the stage for Korean immigration to America) in 1882 and extending to 1974. This volume also abounds in primary documents dealing with various aspects of the Korean American experience.

Kim, Warren Y. Koreans in America. Reedley, California and Seoul, Korea: Po Chin Chai Printing Co. Ltd., 1971. (This book can be ordered in the United States by writing to Rizzoli International Publications, Foreign Language Department, 860 Broadway, New York, New York 10003). 161 pp.

This is an indispensable book that traces the Korean experience in America from 1902 to 1948. The bulk of this work is devoted to Korean political activities in America, but also contains useful information on Korean migration, Korean religious, educational and cultural activities in America, and the formation of various Korean organizations in the United States. This resource is very interesting reading, and provides insight into a group whose unique experience sets them apart from other Asian American groups.

Koh, Kwang Lim and Koh, Hesung C., (eds.). Koreans and Korean Americans in the United States. Their Problems and Perspectives. A Summary of Three Conference Proceedings, 1971-1973. New Haven, Connecticut: East Rock Press, Inc., 1974. 137 pp.

A summary of the Korean and Korean American experience in the United States as presented from their perspective.

Sunoo, Brenda Paik, (ed.). Korean American Writings: Selected Material From Insight, Korean American Bimonthly. New York: Insight, 1975. 127 pp.

This volume of Korean American writings is divided into 3 sections: Community, Patriotic Movement, and Poetry. The material revolves around the Korean American identity, Korean American history, immigration, political essays, and poetry from three generations of Korean Americans.

PILIPINO AMERICAN EXPERIENCE

The Pilipino American experience is a chapter of American history that has largely been ignored and misunderstood. Theirs is a story of intense struggle, from the pineapple and sugar cane plantations of Hawaii to the fruit and vegetable farms of California. Like the histories of all Asian American groups, the Pilipino American story must be told.

In the twenty years following the United States colonization of the Philippine Islands in 1898, Pilipino students were the principal emigrants. Their purpose in coming to America was to study and receive technical training which they had hoped to apply to their own developing country once they returned.

Although the students were considered the pioneers of Pilipino immigration to America, their numbers were relatively small. The first significant influx of Pilipino immigration to the West Coast occurred during the 1920's. With the exclusion of the Japanese in 1924, a vacuum was created for cheap sources of labor in California's orchards and farms. Thousands of Pilipino laborers were recruited, not only in California but in Hawaii and in the fishing and cannery industries of the Pacific Northwest as well. During the "off seasons," Pilipino laborers doubled as domestics in restaurants, hotels, and homes.

It was not long before anti-Asian hostility surfaced again. Pilipino workers were exploited on the farms and received little pay for their hard labor. Organized labor wanted no part of them or any Asian for that matter. Laws were passed in California prohibiting Pilipinos from owning property and intermarrying with whites. Just like the Chinese and Japanese, Pilipino laborers were perceived as economic and personal threats. Negative stereotypes of Pilipinos were circulated which often resulted in racial conflict. Anti-Pilipino riots broke out, and culminated in 1934 when an exclusion act was passed that limited the number of Pilipino immigrants to 50 per year.

In 1946 the quota was increased to 100. In the aftermath of the war torn Philippine Islands, hundreds of students once again immigrated to America along with government workers to study ways of developing their devastated country. During the 1950's, an agreement was reached between the United States and Philippines which allowed the former to recruit thousands of Pilipino men into the Navy. This time, exploitation took another form, for the Pilipinos were recruited not as sailors but as domestics and servants aboard the ships.

During the 1960's, with the liberalization of immigration quotas for Asian and Pacific countries, a third influx of Pilipinos arrived. They were largely professional people, and over 50 percent of them were women. According to the 1970 census, Pilipina women in the United States have achieved a higher median level of education than other women, although their incomes have not been consistent with their educational attainment due to discrimination. In addition, 9 percent of Pilipina women headed a household, compared to the national average of 11 percent.

The white racist response to Pilipino immigration and labor lead to the creation of Pilipino ghettoes. The majority of Pilipino Americans live in these urban pockets where poverty is a way of life. Like their fellow Asian American contemporaries, Pilipino Americans face many problems and barriers in American society. Needed social services are denied to them because they are usually excluded in surveys. By being undercounted or not counted at all, little or no money is allocated for their assistance. This is a situation that must be remedied, and a long struggle will be waged before it is resolved.

Racist practices in the employment market have resulted in denying Pilipino Americans access to equal opportunities. Many young Pilipinos experience frustration and anger in a system that is not responsive to their needs and special background. Unemployment, underemployment, and miseducation are the results.

The resources cited here address the historical and contemporary struggle of Pilipino Americans. The literary works included are the most current expressions of Pilipino American thought and feeling, and are highly recommended.

Ave, Mario P. Characteristics of Filipino Social Organizations in Los Angeles. San Francisco: R & E Research Associates, 1974. 74 pp., $8.00.
An exploration of the various social organizations which the Pilipino American community established in Los Angeles. A common characteristic of these social organizations, the author points out, is their democratic nature.

Bulosan, Carlos. America is in the Heart: A Personal History. Seattle: University of Washington Press, 1973. 327 pp., $3.95.
A classic, literary autobiography of a Pilipino laborer who came to America as a young man. Bulosan describes first hand the hardships, despair, and horrors experienced by all Pilipino migrants.

Canillo, Alex, et al., (eds.). Pinoy: Know Yourself, An Introduction to the Pilipino American Experience. Santa Cruz, California: Third World Teaching Resource Center, University of California, 1975. 88 pp.
Through poetry, prose, graphics, and photography, the Pilipino authors of this volume explore and reveal the Pilipino American experience as they have lived it. Selections are on identity, consciousness, pride, struggle, "Americanization", and revolution.

Kim, Hyung-chan and Mejia, Cynthia C. The Filipinos in America, 1898-1974. Dobbs Ferry, New York: Oceana Publications, 1976.
This book offers a chronology of the Pilipino American experience as well as a selection of historical documents. It is very useful to the researcher.

Morales, Royal F. Makibaka: The Pilipino American Struggle. Los Angeles: Mountainview Publishers, Inc., 1974. 149 pp.
This is an excellent exposition of the struggle of Pilipino Americans from a Pilipino American perspective. It is, in the author's own words, "a part of the telling of the American story." Material covers the early history of Pilipino Americans, the new immigrants, and contemporary issues.

Munoz, Alfredo N. *The Filipinos in America*. Los Angeles: Mountainview Publishers, Inc., 1971. 181 pp.

This is a valuable resource because of its recency and because the author is a Pilipino. Munoz interviewed many Pilipino Americans for this work and recorded and interpreted their "feelings, ideas, and sentiments." The wide range of material covered includes the migrant experience, urban oldtimers, and second generation Pilipino Americans.

Navarro, Jovina, (ed.) *Diwang Pilipino, Pilipino Consciousness*. Davis, California: Asian American Studies, University of California. 1974. 120 pp. $3.00.

This volume of 15 poems and 8 articles document the experiences of Pilipino Americans as viewed, analyzed, and interpreted by Pilipino Americans. The Pilipino American struggle for survival and self-determination is expressed strongly, and is reflected in the material on education, women, organizing, and labor. This work is not a comprehensive treatment of the issues and problems facing Pilipino Americans, but nonetheless serves as an excellent stimulus for future work.

Quinsaat, Jesse, (ed.). *Letters in Exile: An Introductory Reader on the History of Pilipinos in America*. Los Angeles: UCLA Asian American Studies Center, University of California, 1976. 158 pp., $5.50.

This is a volume of selected articles which reflect the history of Pilipinos in America. Written from the Pilipino perspective, there is material here that is not found in standard texts and books written by whites. Articles cover the early immigrants and their experiences, the anti-Pilipino exclusionary movement, labor, and problems of the elderly. This work will undoubtedly enlighten one's perspective, in addition to stimulating further reading and interest in the Pilipino American experience.

Robles, Al, et. al., (eds.). *Liwang: Literary and Graphic Expressions*. San Francisco: Liwang Publications, Inc., 1975. 224 pp., $7.50.

This excellent anthology of poems, short stories, essays, graphics, and photographs gives full expression to the artistic and literary sensibility and experience of Pilipino Americans. The material is sweeping, aesthetic, and evokes the very soul of the Pilipino American consciousness.

Saniel, Josefa M., (ed.). *The Filipino Exclusion Movement, 1927-1935. Occasional Papers No. 1*. Quezon City, Philippines: Institute of Asian Studies, University of the Philippines, 1967. 51 pp.

Among the Asian groups who were excluded from America during the 19th and 20th centuries, the Pilipinos and the anti-Pilipino exclusionary movement have received the least amount of attention. This volume attempts to shed light on the subject, and does so very well.

Wallovits, Sonia Emily. *The Filipinos in California*. San Francisco: R & E Research Associates, 1972. 88 pp. $1.00.

This slim volume traces the history of the Pilipinos in California from 1910 to 1960. Among the topics covered are the Pilipinos in California's labor force, the exclusionary movement, and race relations.

MULTIMEDIA RESOURCES ON ASIAN AMERICANS

A note about Asian American film.

In recent years, Third World filmmakers on the East and West Coasts have been active in creating films that accurately portray their history and vision. This undertaking was initiated in response to the film establishment's persistent portrayal of Third World people in racist, stereotypic images. This group of new filmmakers, which include Asian American, Black, Chicano, and white artists, are making films that are positive depictions of the lives and struggles of their respective people. These films are not, as the filmmakers declare, "warmed over presentations of Kung-Fu, Stepin Fetchit, or the Frito Bandito."

The new films are historical-socio-political in nature, and they evoke a stark, sensitive, realism whose vision has been shaped by generations of bitterness, struggle, and survival. Unlike Hollywood and the televised media, who attempt to make the dramatic real, Third World films have taken the real and made them dramatic.

Asian American filmmakers have produced a number of films that are important. They are important because they challenge old images and white values. They are also important in response to a society that does not recognize Asian Americans as a legitimate group. To this day, America only recognizes "Orientals" like the China-Chinese, Japan-Japanese, Korea-Koreans, Philippines-Pilipino, etc.

Asian American film is provoking, sensitive, and full of anger. From portrayals of the concentration camps to survival in the Chinatowns, Little Tokyos and Manilatowns, to sensitive and unique portraits of individuals, the real images of Asian America come to life. Over 120 years and seven generations are released.

This section of the bibliography also includes a selection of multimedia resources. They are recommended as supplementary materials to American history and social studies classes, and as tools in the study of topical areas/issues such as Asian American communities. Whatever their use is intended for, multimedia materials on Asian Americans contribute to broadening the limited scope of textbook use. Several annotations taken from Catalogue of Available Audio-Visual Materials for Asian American Studies, compiled by Don Nakanishi and Sue Embry of the Asian American Studies Center, UCLA, are included for those materials I was not able to review.

Chinatown 2-Step. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90026. 16mm film, Color, 17 minutes, Rental: $20.00, Purchase: $200.00. Secondary level use.

A documentary that profiles the hopes and fears of a section of the Chinese American middle-class, the Los Angeles Chinese Drum and Bugle Corps.

Concentration Camp, USA. California State University at Long Beach, Theatre Arts Dept. 6101 E. 7th Street, Long Beach, CA. 16mm film, Black and White, 60 minutes, Rental: inquire. Secondary level use.

This documentary film revolves around three Nisei who speak about their experiences in the concentration camps. The three people also talk about why it is important to know about the camps, and the history of Japanese America.

Dupont Guy: The Schiz of Grant Avenue, 1976. San Francisco Newsreel, 630 Natoma, San Francisco, CA 94103. 16mm film, Color, 33 minutes, Rental: $50.00. Secondary level use and up.

This film is about San Francisco's Chinatown. It explores the cultural differences of this community via interviews, footage of the people who live and work there, and shots of the community. The film revolves around the community and reveals what it is like to be Chinese in a white society. Curtis Choy, co-maker of the film, writes that "it is a film of anger, and of pride. Dupont Guy will hold meaning for all of us for whom language, history, and color have given a different feeling about ourselves."

From Spikes to Spindles: A History of the Chinese in New York, 1976. Third World Newsreel, 160 5th Avenue, Room 911, New York, NY 10010. 16mm film, Color, 50 minutes, Rental: $80.00, Purchase: $600.00. Available in English and Cantonese. Secondary level use and up.

This film documents the development of a national minority from their immigration in the mid-nineteen century to the present day. It is a stark and candid portrayal of the political and economic oppression of Chinese Americans.

Guilty by Reason of Race. Manzanar Committee. 1566 Curran Street, Los Angeles, CA 90026. 16mm film, Color, 55 minutes, Rental: inquire, Purchase: $500.00. Secondary level use and up.

This is a NBC Reports documentary that examines the views and emotions surrounding the concentration camp episode in American history.

How We Got Here. Chinese Media Committee of Chinese for Affirmative Action. 669 Clay Street, 3/F, San Francisco, CA 94111. Video, 30 minutes, Rental: inquire.

A documentary on Chinese immigration to America. Secondary level use.

Issei. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90024. 16mm film, Color, Black and White. Rental and Purchase: inquire. Secondary level use.

A documentary on the first generation Japanese American experience. Interviews and still photographs are all part of this well made film.

Japanese American Relocation: Right or Wrong? Social Studies School Service, 10000 Culver Blvd., Culver City, CA 90230. Two filmstrips, record or cassette, including teacher's manual. Purchase: $29.00 (records), $31.00 (cassette). Grades 7-12.

This filmstrip provides the historical background leading up to the forced evacuation of 110,000 Japanese Americans.

The Japanese Nightmare. Schloat Productions. 150 White Plains Road, Tarrytown, NY 10591. Filmstrip, records, or cassettes, 10 minutes, Purchase: $90.00 (record set), $110.00 (cassette). Grade 7 - junior college.

This is one of six filmstrips which deal with minority groups in the United States. This one deals with the concentration camp experience.

Manzanar. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90026. 16mm film, Color, 16 minutes, Rental: $25.00, Purchase: $200.00. Secondary level use.

A moving, emotional documentary of a Nisei's (second generation Japanese American) memories of his boyhood years spent in an American concentration camp.

Minority Youth: Akira. UCLA Instructional Media Center. 405 Hilgard Avenue, Royce Hall 8, Los Angeles, CA 90024. 16mm film, Color, 14 minutes, Rental: $10.00. Grades 7-12.

"Akira, a Japanese American youth, describes how it feels to be part of two cultures: traditional Japanese and American."

Pieces of a Dream. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90026. 16mm film, Color, 30 minutes, Rental: $30.00, Purchase: $400.00. Secondary level use.

This fine work provides an overview of the struggles of Asian American farm laborers in the Sacramento River Delta. This film offers the critical background toward an understanding of the problems Asian Americans face in California agriculture.

Pioneer. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90024. 16mm film, Color, Rental and Purchase: inquire. Grades 7-12.

The life and times of an Issei pioneer as viewed through his eyes and his granddaughter's eyes.

Sleepwalker. UCLA Instructional Media Center. 405 Hilgard Avenue, Royce Hall 8, Los Angeles, CA 90024. 16mm film, Black and White, 13 minutes, Rental: $20.00. Secondary level use and up.

The subject of this film is an Asian woman dealing with growing up American. There are no words to the sound track, thereby making the film universally understood.

Subversion. UCLA Instructional Media Center. 405 Hilgard Avenue. Royce Hall 8, Los Angeles, CA 90024. 16mm film, Color, 30 minutes, Rental: $20.00. Secondary level use and up.

'Narrated personal experiences and tragic images of the now infamous 'detainment' camps in the United States for the Japanese Americans in World War II reveal the effects of fear and racism on three generations."

Take it Back. Chinese Media Committee of Chinese for Affirmative Action. 669 Clay Street, 3/F, San Francisco, CA 94111. 16mm film, Black and White, 30 minutes, Rental: inquire. Secondary level use.

This film probes the nature of Chinese stereotypes in the movie and television industries.

Wataridori: Birds of Passage. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90026. 16mm film, Color, 37 minutes, Rental: $30.00, Purchase $400.00. Secondary level use.

The experiences of three Issei, first generation Japanese Americans, provide understanding of the history of Japanese immigration to America.

Wong Sinsaang. Visual Communications, Asian American Studies Central, Inc. 1601 Griffith Park Blvd., Los Angeles, CA 90026. 16mm film, Black and White, 12 minutes, Rental: $20.00. Purchase: $125.00. Secondary level use.

This is a sensitive documentary that examines the Chinese laundryman stereotype. The film focuses on Mr. Wong, who fights a dehumanizing role fostered on him by a white society.

Yellow Brotherhood. UCLA Instructional Media Center. 405 Hilgard Avenue, Royce Hall 8, Los Angeles, CA 90024. 16mm film, Color, 20 minutes, Rental: $20.00. Secondary level use and up.

"Situations that create the necessity of self-help groups like Yellow Brotherhood are looked at and examined by this documentary."

INDEX TO PUBLISHERS

The following source listings contain the addresses of publishers and organizations where the materials in this bibliography can be ordered.

Agora Berkeley High School, 2246 Milvia, Berkeley, California 94704.

AION, 675 Thirty-fifth Avenue, San Francisco, California 94121.

American Bibliographical Center/Clio Press, Box 4397, Riviera Campus, 2040 A.P.S., Santa Barbara, California 93103

Asia Magazine, Inc. Asia and the Americas is a bound periodical that can be found in most college and university libraries.

Asian American Resource Center, Chinatown Historical Society, Basement Workshop Inc., 199 Lafayette Street, 7th floor, New York, New York 10012.

Asian American Studies, Department of Ethnic Studies, University of California, Berkeley, California 94720.

Asian American Studies Center, 3232 Campbell Hall, University of California, Los Angeles, California 90024.

Asian American Studies Department, University of California, Davis, California 95616.

Asian Americans for Fair Media, 43 West 28th Street, New York, New York, 10001.

Asian Women's Journal, c/o Asian Women, 3405 Dwinelle Hall, University of California, Berkeley, California 94720. The 3rd edition of Asian Women is available from the Asian American Studies Center, 3232 Campbell Hall, University of California, Los Angeles, California 90024.

California Historical Society, 6300 Wilshire Boulevard, Suite 9003, Los Angeles, California 90048.

University of California Press, 2223 Fulton Street, Berkeley, California 94720.

University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637.

China Institute in America, 125 East 65th Street, New York, New York 10021.

Chinese-American Studies Planning Group, c/o Everybody's Bookstore, 840 Kearny Street, San Francisco, California 94108

Chinese Historical Society of America, 17 Adler Place, San Francisco, California 94133.

William Collins and World Publishing Company, Inc., 2080 West 117th Street, Cleveland, Ohio 44111.

Columbia University Press, 562 West 113th Street, New York, New York 10025.

Department of Human Relations, Madison Metropolitan School District, 545 West Dayton Street, Madison, Wisconsin 53703.

East Rock Press, c/o Center for Area and Interdisciplinary Studies, Central Connecticut State College, New Britain, Connecticut 06050.

Executive Committee for Publication of Issei, c/o Japanese Community Service, 1414 South Weller Street, Seattle, Washington 98144.

Getting Together, 30 Market Street, New York, New York 10002

Glide Publications/Third World Communications/Glide Urban Center, 330 Ellis Street, San Francisco, California 94102.

Harper & Row, Publishers, 10 East 53rd Street, New York, New York 10022.

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts.

Howard University Press, 2935 Upton Street, N.W., Washington, D.C. 20008.

University of Illinois Press, Urbana, Illinois 61801.

Institute of Asian Studies, University of Philippines Press, University of Philippines, Quezon City, Philippines. The Filipino Exclusion Movement, 1927-1935, can also be found in university research libraries.

Integrated Education Associates, School of Education, Northwestern University, 2003 Sheridan Road, Evanston, Illinois 60201.

Japan Publications Trading Company (U.S.A.), Inc. 1255 Howard Street, San Francisco, California 94103.

The Japanese American Project of the Oral History Program, California State University, Fullerton, California 92634.

Kearny Street Workshop, San Francisco Asian American Writers' Workshop Publications, 854 Kearny Street, San Francisco, California 94108.

Alfred A. Knopf, Inc., 201 East 50th Street, New York, New York 10022.

J.B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105.

Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106.

Jon Livingston, Publisher, 604 Mission Street, Room 1001, San Francisco, California 94105.

Liwang Publications, Inc., 944 Market Street, Room 711, San Francisco, California 94102.

Los Angeles County Museum of Natural History, 900 Exposition Boulevard, Los Angeles, California 90007.

McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

William Morrow & Company, Inc., 105 Madison Avenue, New York, New York 10016.

Mountainview Publishers, c/o Royal Morales, 1900 West 115th Street, Los Angeles, California 90047.

Oakland Museum, 1000 Oak Street, Oakland, California 94607.

Oceana Publications, Inc., Dobbs Ferry, New York 10522.

Pilipino Development Associates, Inc., 5089 Yucatan Way, San Jose, California 95118.

Publisher's Inc., 243 Twelfth Street, Del Mar, California 92014.

R & E Research Associates, 4843 Mission Street, San Francisco, California 94112

Science and Behavior Books, P.O. Box 11457, Palo Alto, California 94306.

The Seabury Press, 815 Second Avenue, New York, New York 10017.

Shorey Original Publications, Shorey Book Store, 815 Third Avenue, Seattle, Washington 98104.

Society for the Psychological Study of Social Issues, Publications Office, Box 1248, Ann Arbor, Michigan 48106. The Journal of Social Issues can be found in most college and university libraries.

Stanford University Press, Stanford, California 94305.

State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706.

Third World Teaching Resource Center, University of California, Santa Cruz, California 95064.

Charles E. Tuttle Company, Inc., 28 South Main Street, Rutland, Vermont 05701.

United Front Press, P.O. Box 40099, San Francisco, California 94140.

Vintage Books, 201 East 50th Street, New York, New York 10022

University of Washington Press, Seattle, Washington 98195.

Washington Square Press, 630 Fifth Avenue, New York, New York 10020.

Yakima Valley Japanese Community, Yakima, Washington.

Yardbird Publishing, Inc., Box 2370, Station A, Berkeley, California 94702.

The Asian Americans in United States History bibliography has been reproduced by permission of Mr. Peter Moy (Consultant, Office of Equal Educational Opportunity, Wisconsin Department of Public Instruction) from An Annotated List of Selected Resources for Promoting and Developing an Understanding of Asian Americans.

EUROPEAN ETHNIC GROUPS IN THE UNITED STATES

Introduction

"Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history." So wrote Oscar Handlin, one of the foremost scholars of American immigration history. Immigration has indeed been such a central force in the American experience that we tend to take it for granted. The sameness of much of American life - our media, our diet, our institutions - obscures the fact that, in the long run, all of us have come here from somewhere else. Although groups from other parts of the world have had a formative role in American history, it is the European ethnic groups who have had the decisive influence in shaping American society. But "European" should not be used as a catch-all term. The dozens of national cultures rooted in Europe retained their differences in the New World, and the fate of the nation was (and is still, to some extent) worked out by a process of conflict and compromise among the various groups. Just as we do Native Americans a disservice by lumping the diverse tribal cultures together as "Indian", we do the European ethnic groups a disservice by lumping them together as "white".

For a time it was assumed that all Americans of European heritage would become part of a common culture, a hybrid society in which differences would disappear. We tended to look to race and religion for differences rather than national origin. Although assimilation has taken its toll, it has become apparent in the last several years that ethnic differences persist - in personality, family life, neighborhoods, politics, and numerous other parts of our lives. And there is a renewed interest in ethnicity, as many Americans seek an identity that is apparently not available from the larger society.

Public educational systems, which for decades were leading proponents of assimilation, now have the opportunity to teach ethnic diversity as an asset - as the source of our nation's rich cultural life. In Milwaukee, the desegregation process makes cultural sharing especially important. Students of all races, religions, and national origins should appreciate the similarities and differences in their backgrounds and should be aware of the contributions made by every group to the American character. An important place to begin is emphasis on the ethnic factor in American history.

Format

This chapter of the teacher's guide is an unavoidable departure from the standard format simply because the subject does not lend itself to easy division into time periods.

There are more than thirty distinct European ethnic groups and each of them played an important part in some period or in some place in the story of the American people. The list includes the following groups:

Austrian
Belgian
Bulgarian
Croatian
Czech
Danish
Dutch
English
Estonian
Finnish
French
German
Greek
Hungarian
Irish
Italian
Latvian
Lithuanian
Norwegian
Polish
Portuguese
Romanian
Russian
Scottish
Serbian
Slovak
Slovenian
Spanish
Swedish
Swiss
Ukrainian
Welsh

There are also a number of ethnic groups who have developed distinct cultures within the borders of a larger state, e.g., the Basques, the Macedonians, the Bavarians, the Moravians, etc. In addition to the variety of groups, many of the basic pressures and concepts in immigration history were important during different periods in American history or throughout our history. And the curriculum materials, of course, usually deal with individual ethnic groups rather than all of Europe.

Instead of organizing this chapter chronologically, the following format will be used:

1. A list of key concepts which are important to understanding all phases of European ethnic group history

2. A very brief summary of American history from the viewpoint of European ethnic groups organized according to the time units designated in the Milwaukee Public Schools' curriculum

3. A list of classroom resources including materials for each ethnic group and a "general" category which includes local resources and bibliographies

Key Concepts

Some of these concepts were important throughout the history of European ethnic groups in America including the present. Others became important during periods when America was self-conscious about her immigrants.

Ethnic group - a group of people who have a common historical origin and who are in some way outside the mainstream of the dominant culture in their society, usually determined by race, religion, and/or national origin. Every ethnic group in America (except, perhaps, the English) is or has been "outside the mainstream".

Push and pull - the heart of the process by which America was settled. Immigrants were pushed out of Europe (and other places) by economic, political, religious, and social pressures; they were pulled to America by the promise of economic opportunity and personal freedom.

Assimilation, cultural* - change of an ethnic group's cultural patterns to those of the host society, also called acculturation.

Assimilation, structural* - large-scale entrance of an ethnic group into the cliques and institutions of the host society on the primary group level, far less common than cultural assimilation.

Amalgamation - the fusion of ethnic groups through intermarriage and interbreeding, a biological process.

Melting pot theory - the belief that diverse ethnic groups would shed their differences and "melt" into a common, cohesive culture, from Israel Zangwill's 1908 play of the same name, recently referred to as the "pressure cooker".

Cultural pluralism - the belief that ethnic groups can and should retain significant aspects of their cultures thereby creating a diverse, democratic, and enriched society.

Anglo-conformity - the expectation that non-English groups would conform to the social patterns and institutions set up by English immigrants and their descendants, probably the most accurate description of ethnic group relations in America.

Nativism - in America the tendency of the descendants of older immigrants to reject newer immigrants as a threat to the American way of life, an important political force during several different periods.

Second-generation conflict - the marginal status of the children of immigrants torn between the traditions of their parents and the pressures of American society to conform to new values and behaviors.

Third-generation return - the tendency of later generations to value and to try to recover aspects of the ethnic cultures their forefathers were encouraged to abandon.

* From Milton Gordon's Assimilation in American Life

American History
from the Viewpoint of European Ethnic Groups

This brief survey stresses the European ethnic dimension of our history. It is based in part on Maldwyn Jones' American Immigration.

Unit I Pre-history to 1760's

Theme: American society was multi-ethnic from the beginning.

Content: The voyages of exploration that preceded settlement were undertaken by a number of countries including Norway, France, Spain, and England. The actual settlements were just as diverse. English immigrants, most of them indentured servants, were most numerous, but Sweden and Holland had colonies in Delaware and New York, and there were sizeable groups of Germans, Jews, and Huguenots as well as Blacks. The immigration of the Blacks was anything but voluntary, but members of the European groups came on their own for adventure, religious freedom, and economic opportunity.

Unit II 1760's to 1780's

Theme: The Revolution was won by cooperation among ethnic groups.

Content: At least 40% of the colonies in America at the time of the Revolution were non-English. Scotch-Irish, Scotch, and German immigrants came in great numbers in the decades before the Revolution, and most of them settled in areas inland from the tidewater English settlements. There was a great deal of discord among all of the ethnic groups regarding independence, but they were eventually united in their opposition to Crown rule. The American Revolution was "a triumph of environment over heredity."

Unit III 1780's to 1820's

Theme: Anglo conformity began in earnest after the Revolution.

Content: Immigration slowed down in the last decades of the eighteenth century and, in the lull, the dominant culture of the English settlers began to wear down the cultures of other groups. The English language became widespread and non-English newspapers and other institutions languished. Nativism made its first political appearance with the passage of the Alien and Sedition Acts in 1798. The Federalists sponsored the legislation fearful of the presence of potential agitators from abroad. Recently arrived immigrants reacted to the Acts strongly. Repeal soon followed and the Federalists suffered large political losses.

Unit IV 1820's to 1860's

Theme: America becomes a haven for European immigrants.

Content: The first wave of mass immigration from Europe took place between 1815 and 1860. More than five million immigrants arrived during this period, more than the entire population of the United States in 1790. Most of the new arrivals came from Ireland, Great Britain, Germany, Scandinavia, Switzerland, and Holland. Some groups, notably the Irish, found work in the expanding cities of the East Coast, but a large proportion of the immigrants traveled west to the cheap, unbroken lands of the interior.

The growing sectionalism of American life was a major factor in a new wave of nativism. Immigrants, especially Catholic immigrants like most of the Irish and many Germans, became the scapegoats in a fevered campaign to re-create a feeling of unity in the American people. The movement peaked with the political success of the Know-Nothing Party in the 1850's. The party's slogan was "America for the Americans."

Unit V 1861 to 1870's

Theme: The Civil War fosters unity among European ethnic groups, old and new.

Content: The newer immigrants were just as divided on the slavery question as the Americans whose parents had left Europe in the previous century. There were abolitionists and apologists for slavery in nearly every group. Only the Irish, who saw freed slaves as an economic threat, were uniformly opposed to abolition. But the vast majority of immigrants lived in the North, and once it became apparent that the nation's unity was threatened, they were almost unanimous in their support of the Union. Proving themselves equal to older Americans in combat and aware of their important role in winning the Civil War, the European immigrants rose in status both in their own eyes and in the eyes of the rest of the country. Important differences remained, but older and newer ethnic groups shared a greater sense of national purpose.

Unit VI 1870's to 1890's

Theme: Immigration plays a key role in the emergence of modern America.

Content: The second great wave of European immigration took place between 1860 and 1890 when ten million people found new homes in America. The countries of northern and western Europe remained the chief source of new arrivals. Intensifying economic and social turmoil drove the immigrants out of Europe, and the advent of the steamship and the railroad made the voyage less traumatic and travel to the interior much easier. The immigrants settled near their "countrymen", and the ethnic geography of America, especially the North, became more and more distinct. America was becoming industrialized and urbanized at the same time that its frontier was nearing the Pacific, and the immigrants and their offspring provided much of the human energy in this period of rapid change.

Unit VII 1890's to 1920's

Theme: The "new" immigration begins.

Content: Until 1890 most of America's immigrants came from northern and western Europe. After that time the origin of immigration shifted to the countries of southern and eastern Europe. More than fifteen million people came between 1890 and 1914, as many as had arrived in the previous seventy-five years. Most came from Italy, Poland, Russia (primarily Russian Jews), Bohemia, Slovakia, the Balkans, etc. Economic upheaval and liberalized emigration policies became important in these countries at the same time as the sources of the "old" immigration were drying up. The result was a dramatic shift in the national origin of the immigrants, a shift that was nearly complete by the early 1900's.

Although the "new" immigrants came to America by the same push-and-pull process which brought the "old" immigrants here, the America they found was different from that of a few decades before. The open lands of the frontier were gone and industrialization had created a demand for all types of labor. Most of the "new" immigrants settled in urban areas of the North and worked in factories, mills, and mines.

Unit VIII 1890's to 1920's

Theme: The doors are closed.

Content: The passing of the open frontier, the segregation of immigrant groups in poor sections of the cities, and economic anxieties all contributed to a new outbreak of nativism in the 1890's. New England intellectuals developed frankly racist arguments for the supremacy of the "old" Teutonic and Nordic ethnic groups over the "new" Slavic and Mediterranean groups. They feared that the "new" immigrants could never be assimilated and would eventually destroy the "racial purity" of the American people. The movement gathered momentum in the early 1900's. There was a growing fear of radical agitators from Europe and a renewed anti-Catholicism. The Americanization movement, which had promoted the social welfare of the immigrants, became a propaganda campaign for "100% Americanism". During World War I the devotion of many European groups to the cause of their homelands reminded America of its ethnic disunity, and nativism reached its peak in the post-war mood of isolationism and disillusionment. The Ku Klux Klan preached intolerance for "foreign" Catholics and Jews as well as Blacks, and the Klan gained members throughout the United States. There was general agitation for an end to immigration, and a series of restrictive quota laws were finally passed in the 1920's. Three hundred years of free immigration came to an end.

Units IX and X 1930's to 1940's

Theme: Americanization proceeds rapidly in the inter-war years.

Content: Immigration slowed to a trickle after the 1920's. The Depression would have discouraged would-be immigrants even in the absence of restrictive laws, and most quotas were unfilled during the worst years of the Depression. In the lull, shared troubles, the labor movement, the advent of mass media, and the growing presence of the federal government promoted national rather than ethnic identification. Immigration increased somewhat in the late 1930's when a large group of refugees, many of them Jewish, fled the scourge of Nazism. Despite rapid assimilation, American attitudes toward the outbreak of World War II were divided somewhat according to ethnic affiliation. Once America entered the war, however, new immigrants as well as old were nearly unanimous in their support of the Allied cause.

Units XI and XII 1945 to the present

Theme: The new ethnicity.

Content: The years after World War II witnessed a large influx of refugees and displaced persons from war-torn areas of Europe as well as thousands of "war brides" brought home by American servicemen. The new arrivals gave many ethnic communities a renewed vitality and a re-acquaintance with their ancestral cultures. Immigration continued, but the postwar years have been marked more significantly by two contradictory trends. On the one hand, there has been a large-scale "homogenization" of the American people. Ethnic differences, according to some, have been generalized into religious differences. There has been widespread intermarriage among ethnic groups and the entry of even the newest groups into the middle class has weakened the old sense of ethnic solidarity. Americans, in many ways, have become more and more alike. On the other hand, many observers have noted (almost with surprise) that ethnic differences have survived, that ancestral cultures still have some influence on both individuals and institutions. Moreover, a movement called the "new ethnicity" has gained momentum. Newer ethnic groups are less anxious to abandon their heritage, and older groups are trying to recover some of the identity they have lost. Led in part by younger people who are "returning" to their heritage encouraged by the assertiveness of the "visible minorities" and seeking a more secure identity in a time of national self-doubt, the "new ethnics" are adding a novel dimension to the meaning of ethnicity. The ultimate direction of these trends remains to be seen, but ethnicity has been an important modifier of the American experience, and is likely to remain so in the foreseeable future.

Resources

There are enough materials on European ethnic groups to develop a course lasting several semesters, but the materials can also be a meaningful supplement to the basic American history curriculum. They can be integrated into the curriculum in a variety of ways. It would be wise to consider the ethnic backgrounds of your students in choosing materials. Teaching may be most effective when students are led from their own experience of ethnicity to the role of ethnicity (and their own group) in American life. In Milwaukee, German, Polish, Black, Anglo-Saxon, Irish, Italian, and Hispanic backgrounds are likely to be in the majority, but attention should be paid to the smaller groups who are likely to be represented in the classroom as well.

The possibilities for including ethnic content in the teaching of American history are limited only by time and the creativity of the teacher. Here are a few ideas:

Devote a class weekly or biweekly to one featured group or to one issue relating to ethnicity, including both European and non-European groups.

On a world map, draw lines between Milwaukee and the countries or regions (including parts of the United States) in which your students' ancestors were born.

Have students interview an older member of their family about some aspect of ethnic group life in their younger years (actual immigration, for some) and then report on the interview.

Invite guest speakers from various ethnic groups into the classroom to make a presentation.

Organize a discussion about the similarities and differences in the experiences of ethnic groups, both today and in the past.

Have students do research and make presentations on the ethnic history of their neighborhoods.

The "general" resources listed here might be helpful for orientation to the subject of ethnicity and some can provide valuable suggestions for class activities. Local resources and bibliographies are also included in this category. Other resources are listed according to ethnic group. (For a brief historical description of each group in America and in Milwaukee, see A Guide to Ethnic Resources in the Milwaukee Area under "local materials".) The ethnic group resources include print and audio-visual materials which can be used by high school students, and they include no more than five resources per group. Ethnic heritage is historical by its very nature, and nearly all of these materials can be used at various points during the American history course.

General Resources

Local Materials

The Ethnic Heritage Project of the Greater Milwaukee Conference on Religion and Urban Affairs has developed curriculum materials which deal with ethnicity from the local perspective:

A Guide to Ethnic Resources in the Milwaukee Area A directory of persons, organizations, places, and learning materials concerning Milwaukee's ethnic groups - includes more than forty groups with a brief historical description of each.

Ethnic Milwaukee: From Potawatomis to Poles Filmstrip/tape describing Milwaukee as an ethnic city, both past and present.

The Gift of Heritage: Four Ethnic Celebrations Filmstrip/tape showing celebrations of the Latvian, Black, Serbian, and Puerto Rican ethnic groups from the viewpoint of a young person in each group.

These materials are available from the Greater Milwaukee Conference office, 1442 North Farwell Avenue, Milwaukee 53202, telephone: 276-9050.

Bibliographies

The number of published ethnic studies materials runs into the thousands. Some of the more useful bibliographies include:

Materials and Human Resources for Teaching Ethnic Studies Boulder, Colorado: Social Science Education Consortium, 1975. An annotated directory of curriculum materials, organizations, and publications of a wide variety of ethnic groups, perhaps the best guide available.

Historical Reading Lists Philadelphia: Balch Institute. Annotated bibliographies of print materials relating to a number of ethnic groups and to ethnicity in general.

Inglehart, Babette, and Anthony Mangione *The Image of Pluralism in American Literature* New York: Institute on Pluralism and Group Identity, 1974. Annotated bibliography of the prose, poetry, autobiography, and historical literature of eleven European groups.

Multi-media Materials

Immigrant Studies: Investigating Our Heritage Minneapolis: Jenny Publishing Company, 1976. An ethnic studies kit which stresses the "hands on" approach to learning, both in and outside the classroom. Provides preparation materials, activity sheets, and teaching methods for a wide variety of activities including family research, creative writing, simulation, discussion, and oral history.

Ford, John, and Joan Ferguson Project CAIR (Cultural Awareness through Inquiry and Research). Thompson, Connecticut: Inter Culture Associates, 1974. Nine-part study unit consisting of materials to be used by students in conducting their own investigations into ethnic topics.

Immigration New York: McGraw-Hill Films. Films providing a comprehensive overview of the topic of immigration.

Immigration: The Dream and the Reality Tarrytown, New York: Schloat Productions. Six-part set of filmstrips/tapes concerning the 1865-1914 wave of immigrants - describes why immigrants left and what they found here.

Mann, Arthur Minorities: From Europe Chicago: Coronet Films. Film describing European immigration in general and the present status of European immigrants and their descendants.

Kirshon, John, and Raymond Harris Politics and People: The Immigrants Holyoke, Massachusetts: Scott Educational Division, 1974. Filmstrip depicting the dynamics of immigration and ethnic settlement from 1870 to 1917.

Print Materials

Appel, John The New Immigration New York: Pitman Publishing Corporation, 1971. A thorough discussion of the great 1880-1920 wave of immigration and the nativist reaction to it - includes a cross-section of contemporary readings.

Banks, James A. Teaching Strategies for Ethnic Studies Boston: Allyn and Bacon, Incorporated, 1975. A comprehensive introduction to multi-ethnic education - includes goals, major concepts, teaching materials, and lesson plans with chapters for each major category of ethnic groups.

Dinnerstein, Leonard, and David Reimers Ethnic Americans: A History of Immigration and Assimilation New York: Dodd, Mead and Company, 1975. An introductory history of immigration and its impact on American society from colonial times to the present.

Edgar, Robert Reliving the American Experience: Developing Unity Among Diverse Peoples Lexington, Massachusetts: Ginn and Company, 1974. Includes a chronological sequence of readings which bring home the pluralism of American society.

Greeley, Andrew M. Why Can't They Be Like Us? America's White Ethnic Groups New York: E. P. Dutton and Company, 1971. A discussion of ethnic diversity in America by a leading spokesman for the new ethnicity.

Handlin, Oscar The Uprooted Boston: Little, Brown, and Company, 1973. A compassionate account of the human suffering caused by departure from the homeland and adjustment to America - concentrates on "new" immigrants.

Higham, John *Strangers in the Land: Patterns of American Nativism* New York: Atheneum, 1972. A thorough examination of American nativism from the Know-Nothings to the restrictionists.

Jones, Maldwyn A. *American Immigration* Chicago: University of Chicago Press, 1960. A comprehensive, but brief, history of European immigration to America and its impact on our society.

Tripp, Eleanor *To America: The Story of Why People Left Their Homes for the New Land* New York: Harcourt, Brace, Jovanovich, Incorporated, 1969. Stresses the "push" factor in the emigration of nine representative groups from their homelands.

Wheeler, Thomas C. *The Immigrant Experience* Baltimore: Penguin Books, 1971. A collection of autobiographical essays by a wide variety of new Americans.

Ethnic Group Resources

Austrian

Spaulding, E. Wilder The Quiet Invaders: The Story of the Austrian Impact Upon America Vienna, 1968. Descriptions of the life and work of famous Austrian Americans.

Croatian

Croatian Ethnic Heritage Studies Kit Pittsburgh: Duquesne University Tamburitzans. Print and audio-visual materials on several aspects of Croatian culture.

Prpic, George H. The Croatian Immigrants in America New York: Philosophical Library, 1971. The basic reference on Croatians in America.

Czech

Cather, Willa My Antonia Boston: Houghton Mifflin Company, 1954. Novel describing the lives of a Czech pioneer family on the Nebraska plains.

Kutak, Robert The Story of a Bohemian-American Village Arno Press, 1970.

Danish

Faralla, Dana Circle of Trees Philadelphia: Lippincott, 1955. Novel set in a Danish settlement in Minnesota in the 1880's.

Knudsen, Johannes, and Enok Mortensen The Danish-American Immigrant Des Moines: Grand View College, 1950. Essays on the roles of religion, literature, and the press in the Danish-American community.

Mortensen, Enok Danish-American Life and Letters Des Moines: Grand View College, 1945. General bibliography of Danish-American literature.

Dutch

Ferber, Edna So Big New York: Fawcett, 1973. Novel set in a Dutch settlement in northeastern Illinois.

Mulder, Arnold Americans from Holland Philadelphia: Lippincott Company, 1947. General introduction to Dutch immigration and settlement in the United States.

Smit, Pamela, and J. W. Smit The Dutch in America, 1609-1970 Dobbs Ferry, New York: Oceana Publications, 1972. Chronological description of Dutch settlement in America.

English

Berthoff, Rowland T. British Immigrants in Industrial America, 1790-1950 Russell, 1968. A description of post-Revolutionary British immigration with emphasis on the advantageous economic and cultural background of the immigrants.

Cowan, Helen British Emigration to British North America University of Toronto Press, 1961.

The English have been the dominant cultural group in North America for centuries. Although there are few materials written specifically about the English, most American history texts treat the English in detail, often to the exclusion of other groups.

Estonian

Tomingas, W. *The Soviet Colonization of Estonia*

Uustalu, E. *History of the Estonian People*

Finnish

Hoglund, William *Finnish Immigrants in America, 1880-1920* Madison: University of Wisconsin Press, 1960. An in-depth study of the immigration and acculturation of the Finnish Americans.

Jalkanen, Ralph *The Finns in North America: A Social Symposium* Michigan State University Press, 1969. A collection of essays on the Finnish experience in America.

Kolehmainen, John *The Finns in America* New York: Teachers College Press, 1968. A brief but comprehensive introduction to Finnish immigration and settlement - offers suggestions for using local resources in teaching history.

Miller, Helen *Kirsti* New York: Doubleday, 1965. Novel describing the life of a Finnish family in Idaho.

French

Field, Rachel *Calico Bush* New York: Dell, 1966. Novel about a young French girl in Maine in the 1700's.

German

Furer, Howard B. *The Germans in America, 1607-1970* Dobbs Ferry, New York: Oceana Publications, 1973. Chronological description of German settlement in America.

Gay, Kathlyn *The Germans Helped Build America* New York: Julian Messner, 1971. General introduction to German immigration and settlement with emphasis on the human side including nativist discrimination.

O'Connor, Richard *The German Americans: An Informal History* Boston: Little, Brown and Company, 1968. Popular history of Germans in the United States from the beginning to the present.

Rippley, La Vern *Of German Ways* Minneapolis: Dillon Press, 1970. A cultural description of Germans in the homeland and in America including folklore and holidays.

Wittke, Carl *Germans in America* New York: Teachers College Press, 1967. A brief but comprehensive introduction to German immigration and settlement - stresses local resources in the teaching of history.

Greek

George, Harry S. *Demo of 70th Street* Long Island City: David McKay Company, 1971. Novel about a Greek boy growing up in New York in about 1915.

Goodnight Socrates New York: McGraw Hill Films, 1963. Film about a Greek boy in an ethnic neighborhood in Chicago - stresses the difficulties of adjustment.

Lord, Clifford, and Theodore Saloutos *The Greeks in America* New York: Teachers College Press, 1967. A brief but comprehensive introduction to Greek immigration and settlement - stresses the use of local resources in teaching history.

Petrakis, Harry Mark *The Odyssey of Kostas Volakis* New York: David McKay Company, 1963. Novel about the evolution of a Greek family from 1919 to 1954 - settings are the island of Crete and Chicago.

Hungarian

Konnyu, Leslie *Collected Poems* St. Louis: Hungarian-American Review, 1968. Anthology of poems about the Hungarian-American experience.

Konnyu, Leslie *Hungarians in the U.S.A.: An Immigration Study* St. Louis: Hungarian-American Review, 1967. A brief introduction to Hungarian immigration and Hungarian culture in America.

Irish

Duff, John B. *The Irish in the United States* Belmont, California: Wadsworth, Incorporated, 1971. An introduction to Irish immigration and Irish-American culture and institutions.

Farrell, James T. *Young Lonigan* New York: Avon, 1973. One in a series of novels about growing up Irish in Chicago.

Griffin, William. *The Irish in America* New York: Oceana Publications, 1973. A chronological description of Irish immigration and settlement.

Whalen, William J. *The Irish in America* Chicago: Claretian Publications, 1974. Introductory pamphlet about Irish Americans.

Wittke, Carl *The Irish in America* New York: Teachers College Press, 1967. A brief but comprehensive introduction to Irish immigration and settlement - stresses the value of local resources in teaching history.

Italian

Amfitheatrof, Erik *The Children of Columbus: An Informal History of the Italians in the New World* Boston: Little, Brown, and Company, 1973. A popular history of Italian Americans from Columbus to the present.

Ets, Marie Hall *Rosa: The Life of an Italian Immigrant* Minneapolis: University of Minnesota Press, 1970. Autobiography of an Italian whose husband works in the mines.

Gambino, Richard *Blood of My Blood: The Dilemma of the Italian-Americans* Garden City, New York: Doubleday, 1974. Thorough examination of Italian values and lifestyles in Italy and in America, especially as they compare with the prevailing stereotypes of Italians.

Manoni, Mary H. *Italian Doesn't Mean Mafia: The Italian American* Stanford, California: Multi-Media Productions, 1972. Filmstrip/tape describing Italian immigration and settlement.

Moquin, Wayne *A Documentary History of the Italian Americans* New York: Praeger Publishers, 1974. A basic reference on Italians in the United States from the beginning to the present - includes excerpts from primary sources.

Latvian

Streips, Liga *Latvians in America, 1640-1973* Dobbs Ferry, New York: Oceana Publications, 1974. A chronological description of Latvian immigration and settlement.

Lithuanian

Budreckis, Algirdas M. *Lithuanians in America, 1651-1975* Praeger Publishing Company, 1976. A chronological description of Lithuanian immigration and settlement.

Burke, Roger *Beyond Their Country* Great Northern Books. Contemporary novel.

Sinclair, Upton *The Jungle* New York: New American Library, 1964. Novel about a Lithuanian family trying to survive in the meat-packing district of Chicago.

Norwegian

Andersen, Arlow W. *The Norwegian-Americans* New York: Twayne Publishers, 1974. Thorough history of the immigration and cultural life of Norwegians in America.

Bergmann, Leola N. *Americans from Norway* Philadelphia: Lippincott Company, 1950. Introductory history of Norwegian immigration and settlement.

Haugen, Einar *The Norwegians in America* New York: Teachers College Press. A brief but comprehensive introduction to Norwegian immigration, settlement, and culture - stresses the value of local resources in teaching.

Peterson, Sonja Ulsaker, and Ulsrun Van Berkom *Norrona Sketchbook*. A book of legends, poems, and illustrations from Norse folklore and mythology.

Rolvaag, O. E. *Giants in the Earth* New York: Harper and Row, 1955. Classic novel of Norwegian immigrant life on the South Dakota plains - one of a trilogy.

Polish

Manoni, Mary H. *A Unique Heritage: The Polish-American* Stanford, California: Multi-Media Productions, 1972. Filmstrip/tape describing Polish immigration and settlement.

Pilarski, Laura *They Came from Poland: The Stories of Famous Polish-Americans* New York: Dodd, Mead and Company, 1969. Biographical sketches of Polish-Americans who made exceptional contributions to America.

Lopata, Helen *The Polish-Americans: Status Competition in an Ethnic Community* Prentice-Hall, 1976

Renkiewicz, Frank *Poles in America, 1608 - 1972* Dobbs Ferry, New York: Oceana Publications, 1973. A chronological description of Polish immigration and settlement.

Wytrwal, Joseph *America's Polish Heritage* Detroit: Endurance Press, 1961. A study of cultural life and assimilation in the Polish American community.

Romanian

Galitze, Constantine *Assimilation Among the Romanians of the U.S.*, 1929.

Russian

Antin, Mary *The Promised Land: The Autobiography of a Russian Immigrant* Boston: Houghton Mifflin Company, 1969. Success story of a Russian-Jewish immigrant.

Davis, Jerome *The Russian Immigrant* New York: MacMillan Publishing Company, 1922. A brief and concise introduction to Russian immigration and settlement.

Papashvily, George, and Helen Papashvily *Anything Can Happen* New York: McGraw Hill, 1968. Light-hearted autobiographical sketches of a Russian immigrant.

Scottish

Graham, Ian *Colonists from Scotland*, 1707-1783 Kennikat Press, 1971.

Serbian

Gakovich, R., and M. Radovich *Serbs in America* Immigration History Research Center, University of Minnesota. A complete bibliography of materials about Serbian Americans.

Govorchin, Gerald G. *Americans from Yugoslavia* Gainesville, Florida: University of Florida, 1961. A comprehensive study of south Slav immigration, settlement, and culture.

Slovenian

Adamic, Louis *Grandsons: A Story of American Lives* New York: Harper, 1935. Novel about a Slovenian immigrant's life in America.

Gobetz, Edward, and Donchenko *Anthology of Slovenian-American Literature* Wickliffe, Ohio: Slovenian Research Center.

Prisland, Marie *From Slovenia to America* Wickliffe, Ohio: Slovenian Research Center.

Spanish

The First American Towns, *The Foundations of Wealth*, *The Rise and Fall of Spanish Wealth*, and *The Spanish Settlement* Westport, Connecticut Mass Communications, 1974. Set of filmstrip/tapes about Spanish settlement and the relationships between the Spanish and Mexicans and Native Americans.

Swedish

Benson, Adolph, and Hedin Naboth Americans from Sweden, 1950. Introductory history of Swedish immigration and settlement.

Ljungmark, Lars For Sale - Minnesota, 1971

Lindmark, Sture Swedish America, 1914-1932, 1971

Moberg, Vilhelm The Emigrants New York: Popular Library, 1973. Novel about a Swedish family's life in the homeland and their emigration to America - part of a trilogy that formed the basis for two popular films, The Emigrants and The New Land.

The Swedish Community in Transition Augustana Historical Society, 1963.

Swiss

Billigmeier, R. H., and F. A. Picard The Old Land and the New University of Minnesota Press, 1965. Introduction to Swiss immigration and settlement.

Ukrainian

Halich, Wasyl The Ukrainians in America, 1944

Kuropas, Myron The Ukrainians in America Minneapolis: Lerner Publications, 1972. Brief introduction to Ukrainian immigration and settlement.

Welsh

Conway, Allan The Welsh in America: Letters from the Immigrants Minneapolis: University of Minnesota, 1961. A collection of "America letters" from Welsh farmers and miners.

Hartmann, Edward G. Americans from Wales North Quincy, Massachusetts: Christopher Publishing House, 1967. A history of Welsh immigration, settlement, and cultural life.

HISPANIC PEOPLES OF THE UNITED STATES

Introduction

The Hispanic Peoples of the United States strand of this resource guide has been prepared to aid educators in gaining valuable insights into the contribution and involvement of Hispanic people in the development of this country. There is also an attempt to include, as an overview, the story and the struggle of the Hispanic effort to retain a personal identity and dignity.

Hispanics, as a group, are the second largest ethnic group in the United States. They have been a part of this land for centuries but have found it difficult to be absorbed into its mainstream. Even in those places where their presence is known, there is little understanding or knowledge about them. Too often and too widespread are the stereotypic images of the "typical" Hispanic person.

Little has been done to expose the false premises on which such cultural inaccuracies have been based. No longer can these incomplete or biased analyses be allowed to exist. Not only has such a portrayal degraded Hispanic people in their own eyes, but also it has caused a distorted view to persist in the mind of the majority population.

In the pages which follow you will experience, with Hispanics, their culture and their history, who they are, and what they have done. By understanding this story and this struggle, you will come to appreciate and respect the uniqueness of their character and the contribution that they have made to our total national scene.

HISPANIC PEOPLES OF THE UNITED STATES

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The area that presently comprises the Southwestern United States was occupied by Indian nomadic tribes who are believed to have migrated to Central Mexico where they conquered the highland tribes and established the Aztec empire; ultimately in 1520 their control was broken by the Spanish conquest under Hernan Cortez. The Spanish-Mexican settlement of the Southwest was a gradual fan-shaped movement northward from the Central Mexican highlands. It was accomplished during the 16th and 17th Centuries primarily as the result of the relentless search for the legendary Seven Cities of Cibola. Texas was sparsely populated with frontier outposts in order to prevent French territorial encroachment from the Mississippi region and California and to contain Russian adventuring on the Pacific coast. The primary economic activities of the Mexican and Spanish settlers north of the Rio Grande were sheep ranching and mining. The islands of Puerto Rico and Cuba were among the earliest Spanish colonies established in the Americas (1492). Due to unknown contagious diseases and the cruelties of forced labor, the indigenous population of Puerto Rico and Cuba was almost completely extinct by 1520. The Spanish colonizers replaced the Indian labor pool with African slaves who mined and cultivated plantation crops of sugar, tobacco, ginger, and indigo.	Recommended Readings: David Montalvo, et al *The Puerto Ricans: A Brief Look at Their History*, pp. 5-16 (Paperback: Anti-Defamation League of B'nai B'rith) Byron Williams *Puerto Rico: Commonwealth, State, or Nation?*, pp. 1-59 (Parents' Magazine Press), 1972 Morton J. Golding *A Short History of Puerto Rico*, pp. 19-45 (Paperback: Mentor Books) Ernest F. Garcia and George Shaftel *Mexican-American Heritage*, pp. 3-35 (Fearson Publishers), 1972 Joan W. Moore and Alfredo Cuellar *Mexican Americans*, pp. 1-12 (Prentice-Hall), 1976 Filmstrips: *La Raza: The Mexican Heritage* (6 color filmstrips, cassettes: Multi-Media) *La Raza: The Pioneer Heritage* (4 color filmstrips, cassettes: Multi-Media) *The Southwest: Early Indian Culture* (Filmstrip House)

Concepts, People, and Events	Teaching/Learning Activities and Media
More than anything else, it was Spain's determination to keep Puerto Rico as a strategic military stronghold that shaped the island's history while its agricultural development and trade took a second place.	
Spanish-Mexican settlement of Southwest	
- Result of exploration northward for gold. - Defense purposes. - Ranching and ranching economic activities.	
Puerto Rico and Cuba	
- Earliest Spanish New World settlements. - Indigenous population extinct by 1520 due to disease and forced labor. - Replaced by African slaves.	
Plantation economy developed secondary to islands' strategic importance in the Caribbean.	

Concepts, People, and Events	Teaching/Learning Activities and Media
Traditional hostilities between Spain and England led Spain to side with the 13 colonies against the British Crown. Puerto Rico offered safety to United States vessels from British warships. Due to her war with England, Spain's access to her colonies was restricted and Puerto Rico was temporarily able to trade with the United States (1796-1801). This commercial interest in Puerto Rico was to continue down to the present day even though at the time it was contrary to the laws of Spain.	Recommended Readings: Byron Williams Puerto Rico: Commonwealth, State, or Nation?, pp. 60-77 (Parents' Magazine Press), 1972 Morton J. Golding A Short History of Puerto Rico, pp. 72-76 (Paperback: Mentor Books)
Spain sided with colonies against England.	
Puerto Rico used as safe harbor for colonial ships.	
United States makes initial trading contacts with Puerto Rico.	

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
While the new nation of the United States was evolving its strucure of government, the Spanish colony of Mexico took advantage of Spanish involvement in Europe with Napoleon's troops to declare its independence in 1812. By 1824 Mexico had adopted a constitution. The Caribbean possessions of Cuba and Puerto Rico remained under Spanish control. However, coastal attacks by the British, French, and Dutch strengthened Puerto Rican loyalty to Puerto Rico rather than to Spain as their homeland. Mexico declares independence from Spain in 1812. Constitution adopted in 1824. Puerto Rico and Cuba remain under Spanish control. Subject to raids by Dutch, French, England. Incipient independence movement.	Recommended Readings: Byron Williams Puerto Rico: Commonwealth, State, or Nation?, pp. 78-95 (Parents' Magazine Press), 1972 David Montalvo, et al The Puerto Ricans: A Brief Look at Their History, pp. 22-24 (Paperback: Anti-Defamation League of B'nai B'rith) Ernest F. Garcia and George Shaftel Mexican-American Heritage, pp. 57-69 (Fearson Publishers), 1972 Morton J. Golding A Short History of Puerto Rico, pp. 53-71 (Paperback: Mentor Books) Filmstrips: The Southwest: The Spanish Heritage (Filmstrip House)

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The new Mexican government invited Americans to help settle its northern territory (especially the Texas area). By 1830 there were nearly 20,000 Americans (4 times as many as the Mexicans) and the Mexican government passed strict laws to restrict immigrants and prohibit slavery. These laws increased friction between the Mexican government and the Anglo American settlers who, upon being refused participation in the Mexican government, revolted against the Mexicans. Sam Houston led this revolt.	Recommended Readings: Ernest F. Garcia and George Shaftel Mexican-American Heritage, pp. 73-87 (Fearson Publishers), 1972 Filmstrips and films: La Raza: Conflict of Cultures (6 color filmstrips, 3 cassettes: Multi-Media) The Southwest: The Early Anglo Period (Supplement #1, Terms of the Treaty of Guadalupe-Hidalgo) MPS #12158 The Mexican-American Speaks - The Heritage in Bronze , 1972
The Texas territory won its independence from Mexico and joined the United States as a state in 1845. Leadership of Texas politics and government remained in the hands of the Anglo Americans while original Mexican residents had little effective voice in protecting their own interests.	
With the addition of Texas, the United States government claimed the Rio Grande as the boundary between Mexico and the United States. Mexico refused to recognize this infringement upon its land and a second war broke out which resulted in the cession of the New Mexico and California territories to the United States in exchange for $15 million.	
In spite of the guarantee of citizenship and property rights of the Treaty of Guadalupe-Hidalgo (1848) most of the 100,000 Mexican Americans were deprived of their land by Anglo American settlers. The use of English in courts of law and a totally different tradition of	

Concepts, People, and Events	Teaching/Learning Activities and Media

land ownership (the Mexicans held land in common where privately owned herds could pasture in contrast to the Anglo American tradition of privately owned land whose possession was legally guaranteed by title or deed) quickly deprived the Mexican Americans of both their land and of viable access to the processes of government.

The Anglo Americans moving west regarded the Mexican Americans as people of color and discriminated against them. Yet, the Anglo Americans learned much from the Mexican Americans in the ways of survival in the Southwest and California as well as mining and ranching techniques. The Mexican American was often offended by the newcomers' overwhelming desire for gold and land, values which differed greatly from the cultural heritage of the Mexican Americans.

American settlers move into Texas

- Outnumbered Mexicans.
- Mexican government restricted American immigration and slavery.
- Americans in Texas revolt under Mexican rule.
- Texas won its independence but joined United States in 1845.

Mexican-American War broke out in 1848

Results: New Mexico and California ceded to the United States for $15 million.

- Treaty of Guadalupe-Hidalgo guaranteed to Mexican American residents citizenship and property rights.

Concepts, People, and Events	Teaching/Learning Activities and Media
- Circumstances of a different language and legal system deprived Mexican Americans of land and rights. Westward movement of Anglo Americans - Learned ranching and mining skills from Mexican Americans. - Discriminated against those people of color.	

Concepts, People, and Events	Teaching/Learning Activities and Media
The construction of the trans-continental railway brought huge numbers of settlers to California who soon outnumbered the native Mexican Americans. The Mexican American taught the newcomers about placer mining and the patio process of extracting gold. The Mexican tradition of staking claims and mineral rights were adapted and became the basis for later mining laws in the United States. The United States government's policy of offering free land to any settler often conflicted with the rights of the Mexican American settler who had used the land for ranching for many generations. Land conflicts and lack of understanding between the two groups often led to violence and to the further polarization of Mexican Americans. They quickly became a minority, not by immigration but by conquest, and came to have very little effective access to the political process and the economic growth of the region. Construction of trans-continental railway - Brought huge numbers of Anglo American settlers westward. - Recruited Mexicans for cheap labor. - Caused Mexican Americans to become a minority by conquest. Mexican Americans taught settlers - Placer mining technique. - Patio process of extracting gold. - Procedure for staking claims and mineral rights.	Recommended Readings: Ernest F. Garcia and George Shaftel Mexican-American Heritage, pp. 89-114 (Fearson Publishers), 1972 Joan W. Moore and Alfredo Cuellar Mexican Americans, pp. 11-20 (Prentice-Hall), 1976 Supplement #2 How Mexican Americans Lost Their Land Byron Williams Puerto Rico: Commonwealth, State, or Nation?, pp. 25-29, 31-40 (Parents' Magazine Press), 1972 Morton J. Golding A Short History of Puerto Rico, pp. 77-97 (Paperback: Mentor Books)

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events

Agricultural technology in the border states and conservation measures to preserve huge tracts of land forced many small farmers and grazers out of the market. At the same time cotton cultivation, the growth of the railroads, and the food packing and processing plants all demanded a steady flow of cheap labor. Businesses recruited Mexicans into the border states at a rapid rate, yet, they assumed no social responsibility for the welfare of these aliens.

Between 1908 and 1925 nearly continuous border conflicts with Mexico added to the already existing tensions between the Anglo American and the Mexican American. In addition, there were strikes by field laborers (most of them Oriental, Mexican, or native American). These strikes were often put down by an anti-labor alliance between the police and influential business interests. This further increased Anglo American mistrust of the "foreigners" and people of color.

Significant factors in lives of the Mexican Americans

- Agricultural technology (irrigation).
- Growth of packing and processing plants.
- National conservation measures to enclose lands.
- Growth of the railroad.
- Business continued to recruit cheap labor.
- Continuous border conflicts with Mexico and sporadic strikes by field workers confirmed Anglo American prejudice toward the Mexican American.

Teaching/Learning Activities and Media

Recommended Readings:

Joan W. Moore and Alfredo Cuellar *Mexican Americans*, pp. 20-26 (Prentice-Hall), 1976

Ernest F. Garcia and George Shaftel *Mexican-American Heritage*, pp. 133-143 (Fearson Publishers), 1972

Films:

MPS #12163 *The Mexican American - Heritage and Destiny*, 1971

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
By early 1898, Puerto Rico had achieved autonomy in domestic matters from Spain and was preparing for a general election of the Assembly. The governor was still to be appointed by Spain. When Puerto Rico became a possession of the United States this appointive practice continued until the middle of the 20th Century. The United States invasion of Puerto Rico met with little resistance because the Puerto Ricans were led to expect a democratic election under United States control. However, the practical results of the occupation were that the United States army took over the administration of Puerto Rico. The judicial, educational, and economic systems were "Americanized" with little regard for the language and traditions of the Puerto Rican people. Traditional United States attitudes towards ancient Spanish Catholics resulted in a general distrust of Puerto Rico. Here Americans encountered a culture which was a blending of Indian, Spanish, and African elements. The Foraker Act of 1900 replaced the military with a civil government, but clearly left Puerto Rico in a colonial relationship with the United States. Puerto Rico was limited to trading only with the United States. Its sugar business was protected by United States tariffs, but its coffee business was not. This resulted in the destruction of the island's small-farm coffee industry.	Recommended Readings: Byron Williams Puerto Rico: Commonwealth, State, or Nation?, pp. 95-114 (Parents' Magazine Press), 1972 David Montalvo, et al The Puerto Ricans: A Brief Look at Their History, pp. 29-30, 43-49 (Paperback: Anti-Defamation League of B'nai B'rith) Morton J. Golding A Short History of Puerto Rico, pp. 97-128 (Paperback: Mentor Books) Puerto Rican History and Culture (A study guide and curriculum outline) United Federation of Teachers Box PRHC 260 Park Avenue South New York, New York 10010 (An excellent treatment of the Puerto Ricans especially designed for teachers. It includes objectives, outlines, evaluations, annotated bibliography, and readings for students.)

Concepts, People, and Events	Teaching/Learning Activities and Media
The Jones Act of 1917 granted the Puerto Ricans citizenship but did not confer on them all rights guaranteed by the United States Constitution. This ambivalent attitude of a colonial infrastructure has led to a division of Puerto Rican politics into three camps: those favoring statehood, those favoring complete independence, and those favoring a combination of elements.	
The process of urbanization increased rapidly during World War I and the wartime industries provided high wages for some Mexican Americans who had learned skilled trades. More Mexicans were brought to fill the need for field workers. However, by the mid-1920's Congress was considering restricting businesses' easy access to cheap labor. This was due to the increased burden on the cities' welfare budget when Mexicans and Mexican Americans drifted to the urban areas when seasonal field work was unavailable. The political significance of the Mexican minority was slowly beginning to change as this immigrant group became more urbanized and demanded more economic security and social mobility in the tradition of other immigrant groups. Yet this group, like the Blacks, would remain voiceless and largely unnoticed for several more decades.	
The Spanish American War also gave the United States control of the island of Cuba. By 1902 Cuba became an independent republic with the United States reserving the right to intervene in Cuban affairs if its internal security	

Concepts, People, and Events	Teaching/Learning Activities and Media
was threatened. Throughout the 20th Century, the United States often used this right to influence the Cuban government in favor of political and social policies that would be advantageous to United States interests.	
Puerto Rico	
- Achieved autonomy in local matters from Spain in 1897. - Conquered by United States in 1898. - Subjected to military, then civil rule. - Restricted to trading only with United States. - Jones Act of 1917 granted citizenship but not all constitutional rights.	
Mexican Americans	
- World War I offered limited social change. - Need to stop unrestricted flow of Mexicans recognized. - Mexican Americans slowly becoming urbanized.	
Cuba	
- Conquered by United States in 1898. - Granted independence in 1902. - Platt Amendment gives United States right to intervene in the internal affairs in interest of "security" - often used to protect United States business investments.	

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The deepening agricultural depression forced many Mexican American workers into migratory work or into nearby cities. Anglo American immigration into the border states during the dust bowl devastation increased competition for work and racial discrimination. Business stopped claiming Mexicans as a necessary source of labor. Labor unions stopped blaming immigrant Mexicans for the prevailing low wages. Yet gains through New Deal efforts were mostly symbolic for the vast majority of Mexican Americans who remained on the economic periphery in rural areas. Although some gains were made by urban residents, most Mexican Americans were segregated in housing and educational facilities. Between 1929 and 1934 massive deportation of Mexicans took place. "Looking Mexican" was sufficient reason for authorities to stop and search a person. The main purpose for deportation was to get Mexicans and Mexican Americans off the overburdened relief rolls. *Agricultural depression* - Dust Bowl brought Anglo Americans migrants westward. - Mexican Americans forced to compete for scarce jobs. - Racial tension increased. *Urbanized Mexican Americans* - Segregated in housing and educational facilities.	*Recommended Readings*: Ernest F. Garcia and George Shaftel *Mexican-American Heritage*, pp. 43-48 (Fearson Publishers), 1972 Joan W. Moore and Alfredo Cuellar *Mexican Americans*, pp. 26-42 (Prentice-Hall), 1976 Byron Williams *Puerto Rico: Commonwealth, State, or Nation?*, pp. 45-51 (Parents' Magazine Press), 1972 Morton J. Golding *A Short History of Puerto Rico*, pp. 129-152 (Paperback: Mentor Books)

Concepts, People, and Events	Teaching/Learning Activities and Media
Massive deportation effort - Motivated by overburdened social welfare problems. - Conducted without regard for civil liberties of aliens and citizens alike.	

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Puerto Rico - Strategic importance in Caribbean. - Many military bases expanded. - Many Puerto Ricans volunteered, were drafted for service in armed forces although segregated in military facilities and units. - Rum replaced whiskey as popular drink; excise tax gave Puerto Rico surplus of local funds for local projects. Mexican Americans - Many men served in armed forces. - War provided opportunities to learn skill and attain geographic mobility. - This aroused hopes for betterment of treatment and opportunities.	

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
The World War II period offered Mexican Americans and Puerto Ricans new opportunities for learning skills and for changing residences. An increased ethnic awareness brought a new confidence for economic and social opportunity. A second massive deportation effort took place in the 1950's. In contrast to the deportation of the 1930's, emphasis was placed on illegals rather than on indigence. Yet the arbitrary methods of stopping and searching persons with physical chacteristics that fit the Mexican stereotype did little to mitigate mistrust and fear of the government by Mexican American citizens. World War II brought an unexpected economic boom to Puerto Rico in the form of the excise tariff on rum. This increase in local revenue gave Puerto Rico some measure of economic independence from Congress for the first time in matters of local expenditures. The appointment of Rexford Tugwell as governor was a positive act because he not only sought to understand and help solve the island's problems, but he recommended that the people of Puerto Rico be allowed to elect their own governor. In 1946, President Truman appointed Jesus T. Pinero to be the first native Puerto Rican governor of the island. In 1948 the Puerto Ricans elected Luis Munoz Marin as governor. Under his leadership Puerto Rico's status as a commonwealth developed. Instead of statehood or independence, Puerto Rico enjoyed local autonomy, citizenship rights, the	Recommended Readings: Byron Williams Puerto Rico: Commonwealth, State, or Nation, pp. 145-230 (Parents' Magazine Press), 1972 Puerto Rican History and Culture, pp. 23-46, 86-91 (A study guide and curriculum outline) (United Federation of Teachers) Frederico W. Tovar Albizu Campos: Puerto Rican Revolutionary (Plus Ultra Educational Publishers), 1971 Angelo V. Ciendelli Pluralism in America: Puerto Rican Americans, pp. 245-284 (Paperback: Oxford Book Company), 1975 (Contains good contrast of Puerto Rican with earlier migrations, analysis of culture, analysis of voting literacy test, and its effect on the Puerto Rican citizen.) Morton J. Golding A Short History of Puerto Rico, pp. 153-170 (Paperback: Mentor Books) Ernest F. Garcia and George Shaftel Mexican-American Heritage, pp. 149-153 (Fearson Publishers), 1972 Angelo V. Ciendelli Pluralism in America: Case Study: Chavez, pp. 207-229 (Paperback: Oxford Book Company) (Contains maps, statistics of migrant workers and income levels, character profiles.) Supplement #3 The Wrath of Grape Pickers Rises As Unions Clash Filmstrips and films: MPS #32131 Puerto Rico - Its Past, Present, and Promise, 1965 Que Puerto Rico Milwaukee Human Relations Commission Minorities Have Made America Great, Part II, The Puerto Ricans (Filmstrip kit: Warren Schloat) MPS #18911 Migrant, 1970 MPS #12161 Chicano, 1971 La Raza: The Awakening (Filmstrip kit: Multi-Media) Out of the Mainstream: Chicano (Filmstrip kit: Warren Schloat) Miami's Cuban Community (Filmstrip kit: Society for Visual Education)

Concepts, People, and Events	Teaching/Learning Activities and Media
right to travel freely to the mainland, and vote in national elections and gain certain tax exemptions and social welfare programs. Commonwealth status has openly been challenged, sometimes violently, by the Nationalists who seek total independence for Puerto Rico. They dislike the fact that Puerto Rico can trade only with mainland United States. The cost of basic goods is considerably higher in Puerto Rico while per capita income is much lower. These economic problems continue to cause a significant challenge to the commonwealth government. Many Puerto Ricans continue to migrate to the large cities on the mainland in search of better jobs and living conditions. Puerto Rico is densely populated (3 million inhabitants on an island that is 111 miles long and 36 miles wide). Puerto Rican citizens who speak Spanish and who may be white, black, or of mixed racial heritage face difficult cultural and racial obstacles in their fight for survival in the United States. Educational institutions however, have begun to meet the needs of the linguistically and culturally distinct child by introducing new methods of instruction that will provide them with greater opportunities in education and for success in life. Puerto Ricans - Rexford Tugwell appointed governor of Puerto Rico, 1940. - Recommended that Puerto Ricans elect own governor.	An additional supplemental bibliography of Mexican American and Puerto Rican material is available from the social studies supervisory staff at the Central Office.

Concepts, People, and Events	Teaching/Learning Activities and Media
- Jesus T. Pinero, first native Puerto Rican appointed governor, 1946.	
- Luis Munoz Marin, first governor elected by Puerto Rican people.	
Worked to establish special commonwealth status of island.	
Operation Bootstrap, a self-help program to improve Puerto Rico's economy and living conditions.	
- Nationalist Party - opposed to commonwealth status; demand total independence.	
Albizu Campos, hero of Nationalists or Independentistas.	
- Puerto Ricans begin mass migration to United States mainland after World War II.	
- One million Puerto Ricans on mainland, urban centers.	
- They are citizens who speak a different language, have different traditions, and are often racially distinct from the Anglo American mainstream.	
Mexican Americans	
- "Operation Wetback" - second massive government deportation of illegal Mexican aliens (1950's).	
- Cesar Chavez achieves national prominence for plight of migrant workers.	
- United Farm Workers boycott of grapes and lettuce honored by many people across the nation.	
- Clashes between U.F.W. and Teamsters over goals and policies of unionization.	

Concepts, People, and Events	Teaching/Learning Activities and Media
Cuban exiles arrive in early 1960's - Fleeing Castro's regime. - Welcome by United States government. - Miami develops Cuban enclave. - Most refugees are middle class and professional or skilled peoples. - Political, not economic, refugees. - Many live in hope of returning to Cuba. - Most are staunch anti-Communists and are opposed to "normalizing" and "recognizing" the Castro government.	

JEWISH HISTORY IN THE UNITED STATES

Introduction

To know America it is necessary to understand the history of its immigrants and the religious and cultural diversity of the people who came to our shores in search of freedom and opportunity.

Jews came to America from many countries of Europe bringing with them a great variety of customs, languages, and cultures, but they shared in common a history of persecution in Europe and a dedication to freedom. In this country, which gave them a haven and which accorded them full rights and responsibilities as citizens, they played an important role in the national history and development and contributed to its place of leadership in the world.

It is our hope that this resource guide will enable students to understand the role of the Jewish community in American history.

JEWISH HISTORY IN THE UNITED STATES

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events

From the beginning the Jews were explorers - of both the spirit and the land. They pioneered the vision of one God. They journeyed into the wilderness in search of freedom.

In a way the Jews are a religious denomination - like the Methodists or Baptists or Roman Catholics, but the term doesn't quite fit because all Jews do not hold the same beliefs or practice religion in the same way.

In a way the Jews are an immigrant group - like the Irish Americans or the German Americans, but they moved to America from many different parts of the earth.

In a way the Jews are a separate nation with a distinctive culture and language, but few Jews choose to leave America for Israel, and Jews need have no unified opinion on any question of importance.

The expulsion of the Jews from Spain in 1492 was a result of centuries of war between Christian Spain and the Mohammedan Moors which culminated in the unification of the provinces into a Christian Spain. The Jews had flourished under Moorish rule but were not accepted in the wave of purification of the Christian Church.

Those Jews who chose to remain in Spain, called Marranos, or New Christians, practiced their religion in secret. They were baptized as Catholics and lived public lives of Christian piety.

Those Jews who felt the need to seek religious freedom left for Holland, England, and America. The immigrants to this country found

Teaching/Learning Activities and Media

1. Write a short research paper on any of the people or events listed.
2. Prepare a pictorial time line from Abraham to Columbus.
3. Using a map of Israel trace the journey of Abraham.
4. On a map of Israel locate ancient cities that still exist today.
5. Prepare a "living newspaper" on the subject of Israel during the time of Jesus. (Books by Kotker & Rops will be helpful.) Include political news, features, interviews, women's issues, and, if possible, illustrations or cartoons.
6. Write a diary of an explorer.
7. Draw a map of the period of colonial expansion and trace the routes of two explorers.
8. What was the cultural function of the Hebrew language in early American education? (Consult the writings of Ezra Stiles, Samuel Langdon, Benjamin Franklin, and Thomas Jefferson.) Write a short report on the subject.

Filmstrips:

1. *Jews in America*, Part 1. ADL
2. *Christians & Jews: A Troubled Brotherhood*. ADL

Films:

1. *The Inheritance*. ADL
2. *Rendezvous with Freedom*. ADL
3. *Who Are the American Jews?* ADL
4. *Shalom of Safed*. ADL

Arrangements for ADL materials and films can be made by calling:

Anti-Defamation League of B'nai B'rith
1360 North Prospect Avenue
Milwaukee, Wisconsin 53202
Phone No. 276-7920

Concepts, People, and Events	Teaching/Learning Activities and Media
they had to struggle for liberty and freedom. From the outset, the presence of Jews in America illuminates the theme of cultural pluralism, the simultaneous co-existence in America of disparate racial, religious, and ethnic groups, in contrast to the far more homogeneous population of other nations. The religious beliefs of the Puritans of Massachusetts were conditioned by the Hebrew Bible. They promoted the study of the Hebrew language and instructed students in it. When Harvard University was established, Hebrew was part of its curriculum. Codes of laws based on the Laws of Moses were set up at Plymouth in 1636, New Haven in 1639, Massachusetts in 1647, and Connecticut in 1650. Inspiration for the day of Thanksgiving was derived from the Jewish religious festival of Succoth. Local laws reflected their origin in the Hebrew Bible. The inscription on the Liberty Bell in Philadelphia is from the book of Leviticus - "Proclaim liberty throughout the land, unto all the inhabitants thereof." To the colonial settlement of Rhode Island and to its founder, Roger Williams, the cause of religious freedom owes its most profound debt. Its Charter provided that no person living in that Colony was to be in "any wise molested, punished, disquieted, or called in question for any difference in opinion." This example of religious freedom was echoed in the American Constitution 150 years later and served as the precedent in American religious	

Concepts, People, and Events	Teaching/Learning Activities and Media
history for the Constitutional provision of separation of Church and State. A group of 23 Jews came to Peter Stuyvesant's New Amsterdam colony in 1654 from Recife in Brazil. Governor Stuyvesant asked his superiors for permission to expel them. It was denied through appeal by the Jews to the Dutch West India Company to remain. However, they were not allowed to own property or to bear arms in defense of the colony. Asser Levy brought a suit for the right to bear arms like every other responsible member of the settlement. He won his case. The economy in colonial days was mainly agricultural; however, the Jews, unable to own land in Europe, did not become part of the agrarian culture. They lived in towns and cities and were artisans, craftsmen, and merchants. The need for ever expanding markets for their wares and the growth of the colonies led them to push into the unknown. They explored, traded with the Indians, and provided a needed service to the settlers who established new towns along the roads of colonial expansion. People Abraham Moses Judges Ezra & Nehemiah Herod Torquemada Louis de Torres (1492) Zacuto Elias Legardo (1621) Roger Williams Asser Levy	

Concepts, People, and Events	Teaching/Learning Activities and Media
Daniel Gomez Robert Nathan Aaron Lopez Michael Israel Michael & Bernard Gratz	
Events	
The Exodus from Egypt Destruction of the Temple - 70 C.E. (Common Era) (Destruction of the Temple by the Romans - 70 A.D.) Crusades Expulsion in 1492 Arrival in 1621 Massachusetts Bay Colony, 1647	
Terms	
Sanhedrin Marranos Grand Inquisitor Auto-Da-Fe Inquisition Harvard College Dutch West India Company	

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The ethical precepts of the Hebrew Bible - liberty, equality, and justice, were considered to be basic rights by the founders of many of the colonies. The right of dissent, whether in political matters or personal, permeated the philosophy of the colonial leaders and was expressed in the struggle to obtain an equal voice in the affairs of the New World. From the beginning of the movement, to resist British royal tyranny, the Jewish colonists sided with the patriots. It would have been alien to their tradition not to join with the forces opposing tyranny.	1. How is our present democracy an outgrowth of the Colonial era? Listen to recordings such as Growth of American Democracy series. 2. Write a paper explaining how the various forms of governments which existed in the American colonies differ. What were their similarities? 3. Choose one of the war heroes listed under People. Present his story in an "I was There" program.
People Hyman Solomon Mordecai Sheftall Frances Salvador Jacob Cohen Joseph Simon Phillip Moses Russell David Franks Benjamin Nones	Filmstrips: 1. Jews in America, Part 1. ADL Films: 1. The Inheritance. ADL 2. Rendezvous with Freedom. ADL 3. Who Are the American Jews? ADL
Terms Revolution Sons of Liberty Committees of Correspondence 1st Continental Congress	

Concepts, People, and Events	Teaching/Learning Activities and Media
The Constitution provided that "no religious test shall ever be required as a qualification to any office or public trust under the U.S." This is evidence that the Founding Fathers accepted the right of each American to be a full citizen. Freedom of religion was not, however, guaranteed in the Constitution. Most state constitutions guaranteed it and added a proviso that a Bill of Rights be added to the Constitution to protect citizens against despotic action by the federal government. This was done; the First Amendment stated that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." **People** James Madison Benjamin Nones Thomas Jefferson George Washington Thomas Paine Ethan Allen **Terms** "The Jew Bills" Constitution Bill of Rights Constitutional Convention	1. Discuss the First Amendment of the Bill of Rights and Article VI of the Constitution. 2. Debate the issue of separation of Church and State. 3. Dramatize a meeting of a group opposed to ratification of the Constitution because it lacked a Bill of Rights. 4. Write letters to organizations devoted to protecting civil rights and ask for information about their work. Write up their accomplishments.

Concepts, People, and Events	Teaching/Learning Activities and Media
Jews from central and eastern Europe came to the United States as a result of the social and political upheavals occurring there. The French Revolution and the subsequent Napoleonic wars were followed by a period of enlightenment. The defeat of Napoleon led to the return of the feudalistic monarchs to power. Their oppression of the people, and particularly of Jews, was greater than before and many Jews saw fit to leave. These people were urban dwellers and chose to remain in the large cities where they became workers in the factories. Their children, taking advantage of educational opportunities, became the professionals, the artists, and the businessmen of the next generation. People Judah Touro Rebecca Gratz Uriah Phillips Levy Penina Moise Levi Strauss Isaac Leeser Terms "The Female Association for the Relief of Women and Children in Reduced Circumstances" "Female Hebrew Benevolent Society" "The Independent Order of B'nai B'rith"	1. Find out about the work of the Naturalization and Immigration Bureau. Report to the class. 2. Take a trip to such places as labor union headquarters, utility and newspaper plants, social aid societies, and ports of entry. 3. Design and create costumes of different periods of American history. 4. Paint a mural depicting a peddler showing his wares, a peddler becoming a merchant, and a sweatshop becoming a modern factory. Filmstrips: 1. Jews in America, Part 1. ADL Films: 1. The Inheritance. ADL 2. Rendezvous with Freedom. ADL 3. Who Are the American Jews? ADL

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Jews, like other Americans, were divided on the issues of the Civil War. A few considered the abolitionists to be fanatics and revolutionaries. The vast majority were led by Rabbi David Einhorn of Baltimore, an advocate of abolition, who pointed out that God had emancipated the Hebrew slaves from Egyptian slavery and that the religious principles of freedom and righteousness must triumph over prejudice. During hard times prejudice against minority groups often becomes stronger. People blame their troubles on the group that is different. Anti-Semitism became more overt during and after the war. People August Bondi Judah P. Benjamin Leopold Karpeles Dr. Israel Moses Abraham Lincoln David Lopez Emma Lazarus Major General Frederick Knefler General Leopold Blumenberg Brigadier General Phillip J. Joachimsen Terms Order No. 11 (General Grant's order to expel Jews from all territory his forces occupied; refuted by President Lincoln.) Ku Klux Klan "Little David"	1. Read Emma Lazarus' poem on the Statue of Liberty. 2. Listen to recordings of the folk music of the Civil War. 3. Write a report on one of the war heroes listed under People. 4. Give an oral presentation to the class on the activities of Rabbi David Einhorn.

Concepts, People, and Events

Beginning in 1880, there was an increase in the number of Jews immigrating to the United States. The immediate cause was pogroms in Russia and Russian-held Poland.

This group mainly stayed in the cities of New York, Boston, and Philadelphia and most worked in the growing ready-to-wear clothing industry.

To unite in the work of alleviating the wants of the poor and needy, attending the sick, and coming to the aid of the victims of persecution, Jews established a great variety of religious, educational, cultural, recreational, and philanthropic institutions.

Specialized training is required to perform the religious rituals and to understand the vast Jewish literature of Bible, Midrash, Talmud, and history. Therefore, in addition to free secular education, Jewish children were offered religious education through Temples, Synagogues, and Jewish institutions of higher learning.

At this time in the United States there were no laws protecting workers. The transformation of the principles of freedom and equality into practice forms the common thread which runs through the lives of the Jewish labor leaders who helped to found the American labor movement.

People

Samuel Gompers
Sidney Hillman
David Dubinsky
Louis D. Brandeis

Teaching/Learning Activities and Media

1. Discuss the causes and effects of the following economic developments in America in the 19th and 20th centuries:
   a. collective bargaining
   b. "free homesteadism"
   c. "green-backism"
   d. "populism"
   e. Knights of Labor
   f. Social Security legislation
   g. unemployment relief
2. Make an oral presentation on the role of the following organizations in advocating and implementing equal rights in the United States:
   a. National Association for the Advancement of Colored People
   b. American Jewish Congress
   c. Anti-Defamation League of B'nai B'rith
3. Have a panel discussion on the following question: Many Negroes, Jews, Irish, Italians, Germans, and other racial or national groups live together in "sections". Is this desirable? What are the difficulties created by this pattern?

Concepts, People, and Events	Teaching/Learning Activities and Media
Events Triangle Shirtwaist fire Terms Pogrom Sweatshops B'nai B'rith Free Sons of Israel Day School Hebrew Union College Jewish Theological Seminary Hebrew Theological College Jewish Community Center Jewish Welfare Board United Jewish Appeal	

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
There is a special quality to the ties of the Jews to Israel. An age-old tradition had promised that the scattered remnants of Israel would return to the land of their fathers. The Ku Klux Klan and many other extremist groups have typically attacked not only Jews, but Blacks and Catholics as well. In the 1890's some Jews, discouraged by the unremitting anti-Semitism about them, concluded that the only solution was the creation of a Jewish state in Palestine to which the exiles could return. People Louis D. Brandeis Judah L. Magnes Steven S. Wise Theodore Herzl Rabbi Solomon Schechter Rabbi Hillel Silver Henrietta Szold Golda Meir Events Trial of Alfred Dreyfus Terms Zionism Balfour Declaration Hadassah Zionist Organization of America Ku Klux Klan National Origins Quota System	1. Write a brief biographical sketch of two of the people listed under People. 2. Compare and contrast the affiliation Jews feel for Israel with the ties other groups in the United States feel for their country of origin. 3. Find pictures of Golda Meir's early life in Milwaukee. Trace the influence this city had on her career. 4. Debate the issue of whether a country, composed of so many different people and ideologies as the United States, can tolerate a group that actively hates other groups. Films: 1. An American Girl. (Anti-Semitism) ADL 2. The Chosen People. (Anti-Semitism) ADL 3. Israel: The Story of the Jewish People. ADL 4. The Israelis. ADL 5. Jerusalem: City of David. ADL 6. This New Frontier. ADL

Concepts, People, and Events	Teaching/Learning Activities and Media
When the United States entered World War I, Jews were proud to fight on the side of democracy and freedom. More than 250,000 Jews served in the armed forces of the United States during World War I. They received 1,100 citations for valor. The American Jewish community sent delegates to the Peace conference held by France, England, and the United States after the First World War. They sought minority rights and freedom for Jews all over Europe. This was promised by the Versailles Treaty. The League of Nations was to safeguard these rights for all groups. People Rear Admiral Joseph L. Strauss Commander Walter S. Jacobs Admiral Joseph Taussig Brigadier General Charles H. Laucheimer Brigadier General Milton J. Foreman Brigadier General Abel Davis Sergeant William Sawelson Abraham Krotoshinsky Corporal Barney Salner Texas Sergeant Sam Dreben Bernard M. Baruch Joel Spingarn	1. Write a report on the career and adventures of three of the listed fighting men. 2. Trace the groundwork for Hitler in the settlement of disputes and the Versailles Treaty following World War I. 3. Write a brief report on the League of Nations including the reasons for its failure.

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events

In 1929 the United States was swept into a depression. With millions out of work and no relief in sight, anti-Semitism became rampant. The success of Mussolini and Hitler inspired numerous American fascists with the wish to copy them. The masses of unemployed were fertile ground for hate groups who used the Jews as a scapegoat to blame for the depression.

The turning point came with the war which showed the Nazis as enemies, not only of the Jews, but of all Americans.

The lesson of the extermination of six million Jews is that when prejudice and hatred are rampant, humanity and mankind are threatened with extinction.

People

Albert Einstein
Henry Kissinger
Major General Maurice Rose
Lieutenant Raymond Zussman
President Roosevelt
Henry Morgenthau Jr.
Herbert H. Lehman
Benjamin N. Cardozo
Felix Frankfurter
Wilbur Cohen
Nathan Feinsinger

Terms

Silver Shirts
Black Legion
German-American Bund
Nazi Swastika
Joint Distribution Committee
Scapegoat
The New Deal

Teaching/Learning Activities and Media

1. Interview a person who lived through the depression to get the flavor of what it was like.
2. Draw a time line starting with the Stock Market Crash of 1929 to the beginning of World War II that will include events that marked the economic decline and the New Deal response.
3. Write a report on one of the war heroes named.
4. If you know someone who is a World War II hero, interview him on tape and play it for the class.

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The Second World War became mankind's struggle against the forces of total darkness. Additionally, for the Jew it meant a war for physical survival in Europe. In writing history historians seek explanations for the events which they describe and analyze. They look for cause and effect, motive and goal. Historians have been indifferent or insensitive to the irrational. Only a handful of historians are involved in studying historical phenomena of mass hysteria and sociopathology such as anti-Semitism. The uniqueness of the Holocaust lies in the fact that the Germans arrogated to themselves the decision as to who was entitled to live on this earth and who was not, and further, the rest of mankind stood silently by. Questions have been raised as to whether the United States, in particular, could have done more to rescue the Jews from Hitler's extermination plans. With the end of World War II, the United States ended its period of isolationism. The realization that the fate of one nation is bound up with that of all nations was made explicit by the record of Hitler and accented by the birth of the Atomic Age. The survivors of the Holocaust were gathered into Displaced Persons (DP) camps in Germany. Some of the survivors came to the United States. The vast majority wished to live in a land where they could feel safe. The State of Israel was conceived out of the ashes of the Nazi ovens.	1. Choose three of the major events of the Holocaust. Draw a picture and write a brief explanation of the events. 2. Read The Diary of Anne Frank, Night, Dawn, or Never to Forget. Give an oral report to the class on your response to the book. 3. Compare the Salem Witch Trials, the situation that occurred in Biafra, or the American treatment of the Indians to the Holocaust. 4. Prepare and present skits illustrating prejudice by using a physical characteristic such as blue eyes to denote the outcast group. Filmstrips: 1. Holocaust, Parts I & II. ADL 2. The Anatomy of Nazism. ADL Films: 1. Act of Faith. ADL 2. Genocide. ADL 3. Memorandum. ADL 4. Memorial. ADL 5. Night and Fog. ADL 6. Puppets. ADL 7. Writings of the Nazi Holocaust. ADL

Concepts, People, and Events	Teaching/Learning Activities and Media
People Solomon Isquith Ensign Ira Jeffrey Admiral Ben Moreell Sergeant Meyer Levin 1st Lieutenant Raymond Zussman Adolph Eichmann Herbert Lehman Events Nuerenberg Trials Meeting in Evian, France, 1938 Statehood, May 14, 1948 Sailing of the St. Louis, May 13, 1939, from Hamburg Terms Racism Fascism Concentration camps Balfour Declaration Hagganah United Nations UNRRA	

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC (1945 - PRESENT)

Concepts, People, and Events

A free society, such as the United States, permits its citizens to make full use of their talents and thus to contribute to the growth and development of that society.

The contributions of the Jews can be understood as part of the process of development of American civilization.

It was thought that America, a country largely comprised of immigrants, would become a vast "melting pot" of nationalities wherein divergent ethnic groups would assimilate and thus lose their identities. Time has proven the theory unworkable.

The Jewish community is united on the basic issues related to Jewish survival. Two recent events have created this unity - the Holocaust and the establishment of the State of Israel. By preserving their cultural, religious, and national identity the American Jews and other ethnic groups are enriching and strengthening the cultural life of America.

People

Commerce

Gimbels
Strauss
Julius Rosenwald
Jacob H. Schiff

Medicine

Joseph Goldenberger
Isaac Levin
Abraham Jacobi
Jonas Salk

Teaching/Learning Activities and Media

1. Choose a field of endeavor that interests you and report on the contribution to that field made by three of the people named.
2. Do an in-depth study of the life of one of the people named and search out how his Jewishness affected the way in which he contributed to the richness of America.
3. There are many Jewish comedians. Why did a people so troubled produce so many clowns? Collect examples of Jewish humor.

Concepts, People, and Events	Teaching/Learning Activities and Media
Sciences	
Robert Oppenheimer	
Albert Einstein	
Law	
Louis D. Brandeis	
Benjamin Cardozo	
Felix Frankfurter	
Henry Horner	
The Arts	
Mischa Elman	
Jascha Heifetz	
Yehudi Menuhin	
Vladimir Horowitz	
Jerome Kern	
Irving Berlin	
George Gershwin	
Sidney Kingsley	
George S. Kaufman	
Herman Wouk	
Norman Mailer	
Paul Muni	
Eddie Cantor	
Al Jolson	
Warner Brothers	
Samuel Goldwyn	
Bob Dylan	
Barry Manilow	
Neil Diamond	
Leonard Bernstein	
Barbara Streisand	
Bernard Malamud	
Saul Bellow	
Henry Winkler	
Michael Glasser	
Gene Wilder	
Mel Brooks	
Joan Rivers	
Sports	
Hank Greenberg	
Benny Friedman	
Nat Holman	
Red Auerbach	
Herb Jaffee	
Mark Spitz	

Concepts, People, and Events	Teaching/Learning Activities and Media
Terms "Melting Pot" ethnicity culture cultural pluralism assimilation identity	

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
Although Israel's statehood was achieved in 1948, the struggle is not yet over. Israel has fought four wars for survival in its 30 years of independence. The unofficial ongoing war of terrorism is a factor in the life of every Israeli man, woman, and child. The United States has an ongoing commitment to insure Israel's survival. Israel is the only democracy in a wasteland of totalitarianism. Today there is concern for the Jews of Soviet Russia who wish to emigrate to Israel where they can live a Jewish life. American Jews are protesting the Russian policy of refusing exit visas. Letters to Russian Jews, petitions to Soviet authorities, and requests of American government officials are some of the ways attention is drawn to this issue. People Menachem Begin Anwar Sadat Moshe Dayan Henry Kissinger Anatoly Shcharansky Aleksandr Solzhenitsyn Events Six Day War Yom Kippur War Terms Helsinki Accord refusnik International Declaration of Human Rights UN Resolution 242	1. Compare the political systems of democracy, communism, fascism, and totalitarianism. Deal specifically with how each system affects individual freedom and human rights. 2. Examine the life and trial of a Soviet refusnik. 3. Compile a scrapbook on Israel. Include her history, economics, people, climate, agriculture, recreation, etc. using graphs, pictures, charts, and personal interviews.

BIBLIOGRAPHY

Students and Teachers

Birmingham, Stephen. *The Grandees*. ADL, 1971.

Birmingham, Stephen. *Our Crowd*. New York, New York: Pocket Books, Incorporated, Division of Simon & Schuster, Incorporated, 1977.

Daniel-Rops, H. *Daily Life in the Time of Jesus*. ADL, 1964.

Gould, Jean R. *Sidney Hillman: Great American*. ADL, 1952.

Handlin, Oscar. *American Jews: Their Story*. ADL, 1976.

Karp, Deborah. *Heroes of American Jewish History*. New York, New York: Ktav Publishing House, Incorporated, 1972.

Kotker, N. *The Holy Land in the Time of Jesus*. ADL, 1967.

Learsi, Rufus. *The Jew in America: A History*. New York, New York: Ktav Publishing House, Incorporated, 1972.

Levinger, Elma E. *Albert Einstein*. ADL, 1949.

Levinger, Elma E. *Jewish Adventures in America*. ADL, 1954.

Manners, Ande. *Poor Cousins*. East Rutherford, New Jersey: Coward, McCann & Geoghegan, Incorporated, 1972.

Meltzer, Milton. *Never to Forget*. New York, New York: Dell Publishing Company, Incorporated, 1977.

Pessin, Deborah. *History of the Jews in America*. New York, New York: United Synagogue Book Service, 1957.

Rosten, Leo. *The Joys of Yiddish*. New York, New York: Pocket Books, Incorporated, Division of Simon & Schuster, 1970.

Rosten, Leo. *Leo Rosten's Treasury of Jewish Quotations*. New York, New York: McGraw-Hill Book Company, 1972.

Suhl, Yuri. *An Album of the Jews in America*. New York, New York: Franklin Watts, Incorporated, Subsidiary of Grolier Incorporated, 1972.

Williams, Beryl. *Lillian Wald: Angel of Henry Street*. New York, New York: Julian Messner, Incorporated, a Simon & Schuster Division, 1948.

American Jewish Yearbook. 1899 - present. ADL.

Teachers

A Selected and Annotated Resource List of Materials on the Holocaust. ADL.

Lebeson, Anita. *Jewish Pioneers in America, 1492-1848*. ADL, 1931.

Ruderman, Jerome L. *Israel: A Resource Guide for Teachers of Social Studies*. ADL.

Ruderman, Jerome L. *Jews in American History: A Teachers Guide*. ADL.

Seldin, Ruth. *Teachers Guide to Jews and Their Religion*. ADL, 1970.

Dimensions of the Holocaust. ADL, 1977.

Arrangements for ADL materials can be made by calling or writing to the Anti-Defamation League of B'nai B'rith. The address and telephone number are listed at the beginning of this unit.

NATIVE AMERICANS IN UNITED STATES HISTORY

Introduction

In a pamphlet entitled The Indian in American History, Virgil Vogel identified the "maltreatment of Indians in American history books and especially textbooks" under four categories: "obliteration, defamation, disembodiment, and disparagement." In his essay Mr. Vogel analyzed these methods and offered a generous array of resources and facts to dispel notions created by them.

In their evaluations of "forty-two representative textbooks on the subject of American History and Geography," Rupert Costo (Cahuilla) and Jeannette Henry (Cherokee) in Textbooks and the American Indian, (1970), were unable to identify a single textbook that they could rate as acceptable in its treatment of American Indians.

The abbreviated guide on the American Indian in United States History which follows is an effort to take a small step to begin remedying defects identified in the publications cited above. Noteworthy in this respect is that the guide has been prepared by Mr. John Clifford, Coordinator of the WE Indians Program in the Milwaukee Public Schools, who is himself a member of the Oglala-Brule tribes of the Lakota Nation, a fact which not only explains the American Indian perspective maintained throughout the twelve units, but may also cause some teachers to take issue with one or more of the capsule summaries beginning each unit. Since each summary represents a sincere effort to clearly and succinctly state and to squarely face the major issues involving the role of the American Indian in each time period and how American Indians were affected by prevailing historical conditions, teachers who disagree with any capsule summary or with any other aspect of the guide are advised to consult the resource list for each unit or any other reliable resource and, after conscientiously weighing all factors involved in a given issue, to determine their own professional position on that issue and to guide their instruction accordingly.

Teachers are also advised to select materials from the Materials Resource Guide with special consideration for appropriateness to their students' reading comprehension levels since there is a measure of variance in the reading level of the materials listed. In this respect, it should be noted that Mr. Clifford has marked with an asterisk those materials he believes to be within the range of most senior high school students' reading comprehension. It should also be noted that the Materials Resource Guide is keyed by capital letters to the reading and audiovisual materials listed for each unit, and that an effort has been made to list these materials in the order of brief or general to expanded and specialized treatment of the subject matter for each unit in order to allow interested and capable students a chance to pursue the issues in greater depth.

NATIVE AMERICANS IN UNITED STATES HISTORY

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events

A. Pre-Columbian America (Pre-history to 1490's)

The original human inhabitants of the North American continent whose descendants are today commonly referred to under a historic misnomer as American Indians, though widely diverse in their linguistic and cultural identities, shared a common cosmic intuition and respect for all creation as one large extended family whose members interrelated through the sky as father and the earth as mother, are oriented through a sacred circle to a sacred center identified as the Creator or Great Spirit. In the light of this intuitive cosmology well over 550 tribal nations, each speaking a distinct tribal language or dialect, developed a viable life-style in harmony (ecological equilibrium) with the seasonal lifecycles of the plant and animal communities of their environment.

Concepts - People - Events

culture
lifestyle
tribe
clan
kinship system
extended family
tribal language
language dialects
oral traditions
cosmology
intuition
Great Spirit/Creator
Sacred circle of life
Father Sky/Mother Earth
four cardinal directions
elemental/mineral families/tribes/nations

Teaching/Learning Activities and Media

IA. Media Resources/Readings (Pre-history to 1490's)

*SS	This Earth is Sacred (attachment SS)
NN	Indians of North America (map)
J	"Offering of the Pipe," Chap. 1, pp. 1-6
K	"Ben Black Elk," Chap. 2, p. 35
K	"Origin of Indian Peoples," Chap. 4, pp. 53-69
L	"Origin of the Hopi," pp. 7-13
F	"Beginning of Newness: A Zuni Creation Legend," pp. 7-9
F	"Origin of the Arikara," pp. 10-15
B	"End of the Anasazi," pp. 53-71
M	"Indian Intuition: An Introductory Comment," p. xv
M	"The Role of Grandparents," Chap. 9, pp. 83-93
M	"Family and Clan Structure," Chap. 10, pp. 94-112
M	"The Home," Chap. 11, pp. 112-130
M	"Nature," Chap. 12, pp. 131-139
F	"What the Indian Means to America," pp. 306-308
C	"Before the Invasion," pp. 1-13
I	"The Indian of Prehistory," Chap. 2, pp. 16-24
H	"Myths That Hide the American Indian," pp. 1-15
N	The World's Rim: Great Mysteries of the North American Indians by Hartley Burr Alexander
LL	Native American and Proud - brochure by Foundation for Change, Incorporated
OO	Sacred Ground - narrated by Cliff Robertson. (16 mm: 48 minutes)

Discussion questions: How do you account for the unity among the wide diversity of American Indian tribes? How do you account for their diversity?

* Letter code is keyed to Materials Resource Guide at end of the Native American outline.

Concepts, People, and Events	Teaching/Learning Activities and Media
plant families/tribes/nations	
animal families/tribes/nations	
human families/tribes/nations	
four races of mankind	
ecological equilibrium	
ecology imperative	
fishing grounds	
planting grounds	
hunting grounds	
sacred grounds	
ancestral land	
tribal land	
tribal territorial imperative	
tribal "tree" analogy:	
- roots: ancestors	
- trunk: tradition	
- limbs: elders	
- branches: adults	
- twigs: youth	
- leaves: infants/newborns	
culture language groups	
Woodland tribes	
Prairie tribes	
Plains tribes	
Plateau tribes	
Northwest tribes	
Pacific Coast tribes	
California tribes	
Southwest tribes	
creation legends	
geographical origins	
geological/archaeological theories	
blood type theories	

Concepts, People, and Events

B. Colonial Period (1490's to 1760's)

Tribal traditions of hospitality to strangers made initial contacts between the tribes and the earliest European immigrants friendly and enabled the newcomers to survive in their new environment. Continuing contact, however, motivated by the European quest for wealth through trade and colonization of land and its resources, disrupted and weakened traditional tribal lifestyles, decimated tribes through disease and wars, and dispossessed them of their lands and resources through colonial encroachment.

Concepts

hospitality to strangers
merchant class
commercial revolution
currency/money: gold/silver
investment: profit imperative
joint stock company
colonial charter
aboriginal land rights
land company/speculator/surveyor
tobacco plantation
pioneer
frontiersmen
land exploitation
land ownership system: tribal vs. English (fee simple)
tribal nation
treaty
sovereignty
encroachment
dispossession
ethnocentrism
Christianity
"savage"
fur trade
trade goods
whiskey
trade competition/wars

Teaching/Learning Activities and Media

IB. Colonial Period (1490's - 1760's)

G "Encountering the White Man," pp. 87-89
O "Their Manners are Decorous and Praiseworthy," Chap. 1, pp. 1-5
A "The Indians Discover Columbus - 1492-93," pp. 33-34
A "Indians Cure Cartier's Men of Scurvy - 1535," pp. 38-39
A "Powhatans' Feeding of the Virginia Settlers - 1607," pp. 39-40
A "The Pilgrims at Plymouth - 1620," pp. 40-42
E "Theoretical Assumptions," pp. 3-23
E "From Discovery to Settlement," pp. 27-46
E "The Eighteenth Century," pp. 47-49
A "Dispossession (of Powhatans) - 1622," pp. 39-40
A "Destruction of the Pequots - 1636," p. 42
A "Indians as Pawns of European Powers at War," pp. 49-52
A "Iroquois Influence on the Albany Plan of Union - 1754," pp. 48-49
D "Colonial Preparation," Chap. 1, pp. 1-26
F "Constitution of the Iroquois Federation," pp. 20-26
F "Speech to the French on Reasons for Making of War on the English," pp. 124-125
C "The Barbarians," pp. 14-21
C "Cultures in Conflict," pp. 22-29
C "Chronology of American Indian History," pp. 115-125
P King Philip's War, 1675-76 by L. D. Rich
Q Pontiac's War, 1763-66 by David Goodnough
R "Colonial and Imperial Indian Policy," Chap. 1, pp. 5-13
H "Americanizing the White Man," pp. 29-41, especially p. 35
H "Indian Cultural Adjustment to European Civilization," pp. 42-60
H "Pequots and Puritans: The Causes of the War of 1637," pp. 61-73

Discussion question: Could it have been possible that the original friendly relationship established in the first contacts between the American Indian tribes and the European newcomers could have continued indefinitely? Explain.

Concepts, People, and Events	Teaching/Learning Activities and Media
"pawn" in war	
germ warfare	
epidemic disease	
scalp bounties	
wampum belts	
confederacy	
democracy	
Albany Plan of Union	
Tribes	
Powhatan (Confederacy)	
Pequot	
Pemaquid	
Wampanoag	
Narragansett	
Mahican	
Raritan	
Iroquois (Confederacy)	
Seneca	
Cayuga	
Mohawk	
Onondaga	
Oneida	
Huron	
Delaware	
Tuscarora	
Yamasee	
Creek	
Ottawa	
Persons	
Hiawatha (Mohawk)	
Degandawida (Onondaga	
Wahunsonacook (Powhatan)	
Pocahontas (Powhatan)	
Opechancanough (Powhatan)	
Samoset (Pemaquid)	
Massasoit (Wampanoag)	
Squanto (Wampanoag)	
Metacomet (Wampanoag)	
Delaware Prophet	
"Mary" (Creek)	
Pontiac (Ottawa)	
John Rolfe (English)	
Roger Williams (English)	
William Kieft (Dutch)	

Concepts, People, and Events	Teaching/Learning Activities and Media
William Penn (English - Quaker)	
James Oglethorpe (English)	
William Johnson (English)	
Edmund Atkin (English)	
George Croghan (English)	
Benjamin Franklin (English)	
Eleazar Wheelock (English)	
Jeffry Amherst (English)	
Events	
1607 Powhatans assist Jamestown settlers.	
1614 John Rolfe marries Pocahontas.	
1622 Wampanoags assist Plymouth colonists.	
1622 Powhatans fight Virginia encroachments.	
1624 Mahicans share Manhattan Island with the Dutch.	
1625 Samoset marks first Indian land sharing deed.	
1636-1637 Pequots fight encroachment of Connecticut pioneers.	
1641 Dutch massacre Raritans.	
1644 Powhatans fight further colonial encroachment.	
1672-1676 Wampanoags fight encroachment of Puritans.	
1682 Delawares sign treaty with William Penn.	
1711-1712 Tuscaroras fight encroachment of North Carolina.	
1713 Tuscaroras join Iroquois Confederacy.	
1715 Yamasees fight encroachment of South Carolina.	
1754 Albany conference with Iroquois Confederacy - 1754	
1754 Eleazar Wheelock sets up Indian School (Dartmouth) - 1754.	
1754-1763 French and Indian War - 1754-1763	

Concepts, People, and Events	Teaching/Learning Activities and Media
1763 Treaty at Paris ignores Indian land rights. 1763 Pontiac lays siege to Detroit.	

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events

Colonial opposition to Britain's Indian land policy of 1763 was a major factor in precipitating the American Revolution and made British appeals to Native American tribes for assistance more successful than those of the Americans because the tribes involved had more to fear from colonial land companies and speculators, from land hungry frontiersmen and pioneers than from a distant power. In the treaty ending the war, however, the British disregarded their allies and granted title to tribal lands of the entire northwest to the Americans.

Concepts

"Indian Country"
frontier line
land company/speculator
alliance
neutrality
auxiliaries
Indian commissioner
scalp-buying
trade goods
guerrilla warfare

Tribes

Mingo
Penobscots
Passamaquoddy
Stockbridge (Mohican)
Delawares
Cherokee
Creeks
Catawbwas
Shawnee

Teaching/Learning Activities and Media

E "The Eighteenth Century," pp. 49-51
D "Colonial Preparation," Chap. 1, pp. 26-30
D "Foes and Friends, 1776-1816," Chap. 2, pp. 31-39
R "Colonial and Imperial Indian Policy," Chap. 1, pp. 13-25
R "Continental Congress and the Articles of Confederation," Chap. 2, pp. 26-28
A "Royal Proclamation of King George Closing the West to White Settlement - 1763," pp. 55-57
A "George Washington's Search for Indian Lands - 1767," p. 57
A "Indian Oratory: The Speech of Chief Logan - 1774," pp. 58-59
F "Speech at the End of Lord Dunmore's War," p. 126
A "George Washington's Request for Assistance from the Passamaquoddy Indians - 1776," pp. 71-72
A "Patrick Henry's Condemnation of Backwoodsmen for Inciting the Indians - 1778," pp. 72-73
A "Documents of the Young Republic, 1775-1787," p. 73
C "Treaty with the Delawares," pp. 45-47
C "Chronology of American Indian History," pp. 125-126
H "Use of Indians in the War of the American Revolution," pp. 96-110

Discussion questions: What role did American Indian tribes play in the American Revolution? Why were more tribes inclined to support the British rather than the American cause?

Concepts, People, and Events	Teaching/Learning Activities and Media
Six Nations	
- Seneca	
- Cayuga	
- Mohawk	
- Onondaga	
- Oneida	
- Tuscarora	
Persons	
John Logan (Mingo - Cayuga)	
Joseph Brant (Mohawk)	
Little Abraham (Mohawk)	
Skenandoa (Oneida)	
Dragging Canoe (Cherokee)	
Alexander McGillivray (Creek)	
Kentucky frontiersmen (American)	
Samuel Kirkland (American)	
Eleazar Wheelock (American)	
George Clark (American)	
John Sullivan (American)	
Patrick Henry (American)	
George Washington (American)	
Colonel Cresap (British)	
Guy Johnson (British)	
Henry Hamilton (British)	
Events	
1763 Proclamation Line establishes "Indian Country."	
1774 Lord Dunmore's war with Mingo tribe	
1775-1783 American Revolution	
1775 U. S. Indian Department (North, Middle, South)	
1777-1778 Wyoming Valley War - Iroquois and Loyalists vs. United States	
1778 Delaware Nation treaty with U. S.	
1778-1779 War in Northwest: Shawnees vs. Kentucky frontiersmen, Hamilton vs. Clark	
1778-1781 War in South: Creeks and Cherokees aid British, Catawbwas aid Americans.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1783 Treaty at Paris ignores tribal land rights.	

Concepts, People, and Events

A complexity of contradictions among principles, policies, and practices marked and set the pattern for the new nation's trade and treaty relationships with Indian tribal nations. Beneath the contradictions persisted an American drive to acquire Indian lands and resources by whatever means of persuasion seemed expedient to a given situation. The tribal nations' confederated resistance in defense of their homelands collapsed with the withdrawal of support from their British and Spanish allies after 1815 and marked them as beleaguered targets for the United States' mounting removal policy aimed at uprooting and relocating them west of the Mississippi River.

Concepts

confederacy
"state within a state"
federation
"utmost good faith"
treaty as "supreme law of the land"
state treaty
federal treaty
treaty making process
treaty making power
treaty ratification
treaty commission
fraudulent treaty
broken treaty
tribal nation
tribal faction
tribal delegation
tribal consent
sovereignty: internal/external
ancestral land
land cession
whiskey
trade debts
intruders on Indian land
frontier depredation

Teaching/Learning Activities and Media

E "The Eighteenth Century," pp. 51-58
E "The Nineteenth Century," pp. 59-65
D "Foes and Friends, 1776-1816," pp. 39-65
C "The Treaty Era in American History," pp. 30-37
C "Presidents of the United States in American Indian History," pp. 30-37
C "Chronology of American Indian History," pp. 126-130
F "Letter to President Washington, 1790," pp. 129-130
F "Relations with the United States and Britain," pp. 131-132
F "Tecumseh's Speech to William H. Harrison at Vincennes ... 1810," pp. 133-134
F "Speech to American Commissioners in Response to Allegations that Indians had Broken Treaty Obligations, July, 1815," pp. 141-142
F "Why the Indians Will Not Give Up Their Land, 1827," pp. 146-148
S "Iroquois: The Rattlesnake People," pp. 3-17
B "Tecumseh," pp. 207-224
T Tecumseh and the Indian Confederation, 1811-1813 by Joseph B. Icenhower (Focus Book)
A "Documents of the Young Republic, 1775-1787," p. 74
A "Washington's Views on the Indian Problem," pp. 74-76
A "Indians in Early American Diplomacy," pp. 77-82
A "From Hunters to Farmers: Jefferson's Indian Policy," pp. 82-84
A "Shoshonis' Impression of Lewis and Clark ...," pp. 84-87
A "Frontier Indignities Against the Indians," pp. 87-88
A "Cherokee Plea for Justice, 1813," pp. 88-91
A "A Plea for Humane Consideration of the Indians, 1820," pp. 91-92
A "The Delawares' Account of Their Own History ..., 1820," pp. 93-96
A "Diverse Views on Indian Land Rights," pp. 103-107
R "The Continental Congress and the

Concepts, People, and Events	Teaching/Learning Activities and Media
duress compensation annuity frontier line "Indian Country" pre-emption land expropriation extinguishing title removal/isolation contamination civilization confederation of tribes Indian barrier state delayed purchase appropriation Tribes Iroquois Confederacy (Six Nations) Shoshoni Creeks Wyandot Cherokee Chickasaws Catawbwas Choctaw Fox Miami Shawnee Osages Quapaw Kickapoos Dakota (Sioux) Winnebagos Potawatomis Iowa Penobscot Passamaquoddy Tamaroa Persons Cornplanter (Seneca) Handsome Lake-Prophet (Seneca) Red Jacket (Seneca) Black Thunder (Fox) Between the Logs (Wyandot) Little Turtle (Miami) Blue Jacket (Shawnee)	Articles of Confederation," Chap. 2, pp. 28-40 R "The First Years Under the Constitution," Chap. 3, pp. 41-50 H "The United States Factory System for Trading with the Indians, 1796-1822," pp. 111-119 Discussion question: What factors made it impossible for the United States to follow through on its commitment to fair dealings with tribal nations as stated in the Northwest Ordinance of 1787? Identify a key factor in the collapse of the confederated resistance of tribal nations to the expansion of the American frontier.

Concepts, People, and Events	Teaching/Learning Activities and Media
Sacajawea (Shoshoni)	
Alexander McGillivray (Creek)	
Dragging Canoe (Cherokee)	
Tecumseh (Shawnee)	
Tenskwatawa-Prophet (Shawnee)	
William McIntosh (Creek)	
"Red Sticks" (Creek)	
Persons - American	
Thomas Jefferson	
Josiah Harmar	
Arthur St. Clair	
Anthony Wayne	
Henry Knox	
Benjamin Hawkins	
Andrew Jackson	
Lewis Cass	
General Henry Harrison	
Meriwether Lewis	
William Clark	
Events	
1783 Congressional Proclamation against "squatters"	
1785 Treaty of Hopewell - southeastern tribes cede millions of acres.	
1786 Congress sets up northern and southern Departments of Indian Affairs.	
1787 Northwest Ordinance sets principles for acquiring Indian lands.	
1789 Congress assigns Indian Affairs to the War Department.	
1790 Georgia sells 25 million acres of unceded tribal lands to Yazoo Land Company.	
1790 Indian Trade Act forbids transfer of Indian land to states without Congressional approval.	
1790-1795 Northwest tribes defend homeland against U.S. invasion.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1790 Confederation of northwest tribes defeats U.S. Army under Josiah Harmar.	
1791 Little Turtle (Miami) defeats U.S. Army under Arthur St. Clair at Wabash River.	
1794 General Anthony Wayne defeats northwest tribes at Battle of Fallen Timbers.	
1794 Senecas sign Pickering treaty with U.S.	
1794 Jay Treaty recognizes tribal treaties.	
1795 Pinckney's Treaty recognizes treaties of southeastern tribes.	
1795 Twelve tribes sign Treaty of Greenville establishing Wabash River boundary.	
1796-1822 Federal trade factory established	
1802 Georgia Compact: U.S. promises to extinguish tribal land titles in Georgia to cover Georgia's unauthorized land sale in 1790.	
1803 Louisiana Purchase - France sells Indian land preemption rights to the United States.	
1803 Kaskaskia Tribes cede Illinois land to U.S.	
1803 Treaty of Vincennes: Nine tribes cede disputed lands along Wabash to U.S.	
1804-1806 Lewis and Clark expedition establishes first U.S. contact with many western tribes.	
1804 Under a tribally unauthorized treaty the U.S. extinguishes Creek title to southeastern tribal lands.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1809 Treaty of Fort Wayne: through bribery, whiskey, and intimidation General Harrison extorts tribal land cessions of 103 million acres in the Northwest Territory.	
1810 Tecumseh meets Harrison's treaty commission and repudiates fraudulent land cessions.	
1811 Battle of Tippecanoe: in his absence, Harrison destroys Tecumseh's village on the Wabash River.	
1811 Creeks convict and pass death sentence on McIntosh for signing away Creek lands in 1804.	
1812-1814 War of 1812: in repudiation of fraudulent treaties and unauthorized land cessions the Creeks and a confederation of northwest tribes battle the Americans with British support.	
1813 Battle of the Thames: Tecumseh is killed.	
1813-1814 Creek War	
1814 Battle of Horseshoe Bend: Jackson defeats the Creeks.	
1814 Treaty of Fort Jackson - Jackson extorts 23 million acres from both Creeks and Cherokees.	
1814 Treaty of Ghent protects tribes against U.S. retribution.	
1815 U.S. extorts large land cessions through treaties signed with Dakota (Sioux), Iowa, and Potawatomi tribes.	
1816 U.S. treaty with Winnebagos extorts large land cessions.	
1816 U.S. Indian trade licenses are restricted to Americans - 1816.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1818 Quapaw, Osage, Peoria, and Tamaroa tribes cede lands and sign removal treaties - 1818.	
1819 Kickapoos cede tribal lands and sign removal treaty - 1819.	
1819 Congress establishes Indian "civilization" fund.	
1820 Maine sells Penobscot and Passamaquoddy lands without their knowledge or consent - 1820.	
1824 A Bureau of Indian Affairs is established in the War Department - 1824.	

Concepts, People, and Events

The United States' removal policy, championed by President Jackson and backed by Americans itching to acquire more Indian lands for profitable exploitation, became law in 1830. The Cherokee Nation's "Trail of Tears" removal epitomized the disastrous consequences suffered by over twenty tribes affected. A few nations in the northern Great Lakes region, however, who managed to be excluded from the provisions of the Removal Act and a few scattered remnants of southern tribes who eluded military escort escaped the "Trail of Tears" experience while the Miccosukee tribe of the Seminole Nation fought the U.S. Army to a standstill deep in the Florida Everglades where to this day they retain their land and traditional culture. Indian nations west of the Mississippi, the "permanent Indian frontier" according to the Indian Trade Act of 1834, experienced the same variety of contradictions between the United States' policies and practices as those experienced by tribes east of that river and suffered similar consequences when prospects of acquiring Indian land for profitable exploitation, reinforced by the discovery of gold and the self-fulfilling prophecy of "Manifest Destiny," became too tempting for Americans to resist.

Concepts

beleaguered tribes
Removal Act
"Trail of Tears"
"Indian Country"
"permanent Indian frontier"
"Manifest Destiny"
Cherokee constitution

Teaching/Learning Activities and Media

O	"Their Manners are Decorous and Praiseworthy," Chap. 2, pp. 5-9
E	"The Nineteenth Century," pp. 65-70
C	"Presidents ... in American Indian History," pp. 97-101
C	"Chronology of American Indian History," pp. 130-136
C	"Indian Allotments Preceeding the Dawes Act," pp. 65-90
D	"Indian Removal, 1816-1850," Chap. 3, pp. 66-91
D	"The Warrior's Last Stand, 1846-1876," Chap. 4, pp. 92-94
F	"Response to a Message From ... Jackson .. Concerning ... Removal, 1830," pp. 149-150
F	"Farewell Letter to the American People, 1832," pp. 151-153
F	"Farewell Speech ... at the End of the Black Hawk War," pp. 154-158
F	"Surrender of a Seminole Band, 1841," pp. 156-158
G	"Address on the Present Conditions and Prospects of the Aboriginal Inhabitants of North America," pp. 102-107
B	"The Trail of Tears," pp. 83-111
U	*The False Treaty: Removal of the Cherokees from Georgia* by Anne T. White (Scholastic book)
V	*The Cherokee Removal, 1838* by Glen H. Fleischmann (Focus book)
W	"Wisconsin Indians in the 19th Century," pp. 116-120
X	"English Traders," pp. 28-30
X	"A Culture Lost," pp. 31-33
Y	"Brief History of the Menominee: Treaties to Termination," pp. 1-4
Z	"Redefinition of Indian Affairs," p. 241
S	"Guerrillas of the Everglades," pp. 50-67
AA	*War With the Seminoles, 1835-1842* by Kenneth M. Jones (Focus book)
BB	"Where the Sun Falls into the Sea: California," pp. 57-63
A	"Presidential Arguments for Indian Removal, 1829," pp. 107-110
A	"Congressional Opposition to Jackson's Removal Bill, 1830," pp. 110-111
A	"Excoriation of Jackson's Indian Policy, 1830," pp. 111-113

Concepts, People, and Events	Teaching/Learning Activities and Media
"Blood Law" gold state jurisdiction ultimatum quarantine treaty ratification spurious Cherokee alphabet annihilation massacre federal obligation perpetuity Tribes Seminole Nation Arikara Creek Choctaw Illinois Winnebago Menominee Chippewa (Ojibway) Oneida Potawatomi Sauk Fox Miccosukee Commanche Wintu Yakima Klamath Hopi Oto Persons Sequoya (Cherokee) McIntosh (Creek) Black Hawk (Sauk) Major Ridge (Cherokee) John Ridge (Cherokee) Elias Boudinot (Cherokee) Osceola (Seminole) Tsali (Cherokee) Persons - American Andrew Jackson	A "Cherokee Nation vs. Georgia, 1831," pp. 114-124 A "A Judicial Determination of the Rights of Indian Nations: Worcester vs. Georgia, 1832," pp. 124-132 A "Black Hawk as a Prisoner of War, 1832," pp. 132-133 A "Second Presidential Message on Indian Removal, 1835," pp. 133-136 A "Forecasting the Extinction of the Indians," pp. 136-138 A "Views of the Indians," pp. 138-142 A "The Drive for Indian Dispossession as a Spur to the Kansas-Nebraska Act, 1854," pp. 142-144 R "Civilization and Removal," Chap. 9, pp. 213-249 R "The Laws of 1834," Chap. 10, pp. 250-273 R "Epilogue," pp. 274-275 H "Indian Removal and Land Allotment: The Civilized Tribes and Jacksonian Justice," pp. 132-145 Discussion questions: Could a removal policy have succeeded prior to 1815? Explain. If President Jackson claimed that removal would be primarily beneficial to the Indians themselves, why did many tribes resist it? What impact did removal have on tribes affected? Why do the Miccosukee Seminoles still retain their traditional lifestyle in the Florida Everglades? How would you account for the lack of permanency in the "permanent Indian frontier" line established west of the Mississippi by the Indian Trade Act of 1934?

Concepts, People, and Events	Teaching/Learning Activities and Media
John Marshall Winfield Scott Henry Atkinson Abraham Lincoln Zachary Taylor John Calhoun	
Events	
1816-1818 First Seminole War begins with Jackson's invasion of Florida.	
1818 Seminoles annihilate the U.S. Army in Dade Battle.	
1821 Sequoya develops Cherokee alphabet.	
1823 Campaign against Arikara tribe along upper Missouri River	
1825 McIntosh is executed by Creek military society.	
1825-1842 Choctaw Academy is established at Georgetown, Kentucky.	
1827 Cherokee Nation adopts a constitution.	
1827 Fever River expedition against the Illinois tribe	
1827 Expedition against the Winnebagos in Wisconsin	
1829 Treaty of Prairie Du Chien; large land cessions made.	
1829 Delawares cede Ohio land and remove to Oklahoma territory.	
1829 Cherokee Nation organizes Temperance Society at New Echota to fight alcoholism.	
1830 Cherokee Phoenix printed	
1830 Congress passes Jackson's Removal Bill; tribal nations east of the Mississippi face forced removal by the U.S. Army; tribes in northern Great Lakes region are excluded.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1830 Gold is discovered on Cherokee land near Dahlonega.	
1830 Cherokee Nation enacts "Blood Law" carrying a death penalty for sale or exchange of Cherokee land.	
1830 Western Cherokees are forced to exchange Arkansas homeland for land in Oklahoma "Indian Country."	
1831 Choctaw Nation is removed to Oklahoma.	
1831 Cherokee Nation vs. Georgia: Cherokee Nation challenges Georgia's jurisdiction over its land and people by appeal to the U.S. Supreme Court.	
1832 Office of Commissioner of Indian Affairs is created in the War Department.	
1832 Chickasaws cede all remaining land to the U.S. and remove to Oklahoma.	
1832 Worcester vs. Georgia: John Marshall's Supreme Court decision upholds Cherokee sovereignty against Georgia. Jackson ignores the decision and enforces the Removal Act of 1830.	
1832 Black Hawk War: The Sauk tribe under Black Hawk's leadership fights forced removal by the U.S. Army.	
1832-1842 Second Seminole War: Treaty Commissioner Gadsden designates Seminole "chiefs" and extorts treaties at Payne's Landing and Fort Gibson ceding Florida to the United States and authorizing removal of the Seminole Nation from Florida; second Seminole War begins.	
1833 Potawatomi sign the Treaty of Chicago; most of the tribe removes within two years.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1834 Indian Trade Act redefines "Indian Country" west of the Mississippi as the "permanent Indian frontier."	
1834 Indian Reorganization Act authorizes army quarantine of tribes up to 40 years to hasten their civilization.	
1835 Unauthorized tribal members (Major Ridge, John Ridge, and Elias Boudinot) sign the Treaty of New Echota ceding all Cherokee land to the United States and providing for Cherokee removal to Oklahoma.	
1835 Seminoles receive ultimatum: remove or be removed by force; Seminoles annihilate the civilian army under Agent Thompson at the Great Wahoo Swamp. Under a white flag of truce Seminole leader Osceola is captured and imprisoned.	
1835 Commanches cede Louisiana land to the U.S. and remove to the Brazos River.	
1836-1838 Senate ratification of the spurious New Echota treaty, stirs union threatening protests among many Americans; General Winfield Scott receives assignment to force Cherokee removal; a third of the 18,000 tribal members are lost on the "Trail of Tears."	
1836 Smallpox epidemic decimates Mandans, Hidatsas, Arikara, Blackfeet, Pawnee, and Sioux tribes.	
1838 "Trail of Death" removal of Indiana Potawatomi	
1839 Cherokees enforce the "Blood Law" against Major Ridge, John Ridge, and Boudinot on June 22nd.	
1839 Osceola dies in a Florida prison.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1840 Winnebagos lose half their tribe in a forced removal to Oklahoma; several scattered bands return to their homelands.	
1844 Cherokee Nation prints first Oklahoma newspaper, The Cherokee Advocate.	
1846 Federal government imposes its jurisdiction over Texas tribes.	
1846 Expulsion of the Miami tribe from Indiana	
1846 Kaskaskia tribe cedes 2 million acres to the United States.	
1848 Treaty of Guadalupe Hildago: U.S. imposes its jurisdiction over southwestern and California tribes.	
1849 Bureau of Indian Affairs (BIA) is transferred to the newly created Interior Department.	
1849 Discovery of gold in California brings near annihilation to California tribes.	
1850 Whites massacre Wintu tribe at Yosemite, California.	
1851-1852 U.S. Senate refuses to ratify 18 treaties signed with California tribes. Tribes abide by treaties while the U.S. ignores its treaty commitments; California tribes lose up to 95% of their lands.	
1852-1856 Rogue River War with Oregon tribes	
1854 Oto tribe cedes its Nebraska land to the U.S.	
1855 Expeditions against the Yakimas, Klamaths, and other Oregon and Washington territory tribes	

Concepts, People, and Events	Teaching/Learning Activities and Media
1855 Treaty of Medicine Creek: Washington tribes cede two-thirds of their land but reserve right to hunt and fish at their "usual and accustomed places" in "perpetuity." 1858 Hopi tribe repulses Mormom effort to convert them.	

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
While the Civil War experience proved disastrous for several tribes, involved or not involved, its end marked the beginning of the end of the independence, economic and political, for the Northwest, Southwest, and Plains nations as mining and farming frontiers closed in upon them. Several factors including the Homestead Act of 1862, completion of the transcontinental railroad of 1869, virtual extermination of the buffalo in 1878, the United States army and calvary, the telegraph, and the United States' policy of total submission and confinement to a reservation or total extermination combined to bring the Indian Nations' determined and prolonged defense of their homelands and lifestyle to an end in the Wounded Knee Massacre of 1890. Concepts campaign captivity independence - economic - political mining frontier farming frontier homesteader transcontinental extermination telegraph total submission reservation confinement political prisoner avarice arrogance sportsmen professional hunter hostiles "sellout" Indian police "messiah" centennial year massacre	CC "Introduction," p. 12 E "The Nineteenth Century," pp. 70-72 C "Presidents ... in American Indian History," pp. 101-104 C "Chronology of American Indian History," pp. 136-147 C "Treaties of the Sioux," pp. 49-62 C "The Treaty with the Nez Perces," pp. 47-48 D "The Warrior's Last Stand, 1840-1876," pp. 94-120 D "Acculturation under Duress," pp. 130-133 G "Excerpt from Bury My Heart at Wounded Knee," pp. 91-98 G "Cheyenne Memories," pp. 118-131 B "The Epic Flight of the Cheyennes," pp. 113-146 B "The Peace Messiah," pp. 147-175 B "Is Geronimo Alive and Well in the South Vietnamese Central Highlands?" pp. 225-252 S "The Sacred Hoop: The Great Plains," pp. 78-112 BB "The Great Learners," pp. 27-37 BB "The Longest March," pp. 101-121 BB "Captain Jack," pp. 63-72 BB "The Raiders," pp. 37-52 F "Captive Nations: Introduction," p. 102 F "Speech to Council of War on the Eve of the Sioux Uprising in Minnesota, 1862," pp. 171-172 F "The Great Sioux Uprising of 1862," pp. 173-185 F "An Eyewitness Report of the Sand Creek Massacre, 1864," pp. 191-194 F "Events Leading up to the Modoc War, 1873," pp. 216-221 F "Fate of the Nez Perces Tribe, 1879," pp. 237-251 F "Reasons for Leaving the Reservation," pp. 259-261 F "Battle of the Little Big Horn, 1876," pp. 226-229 F "Massacre at Wounded Knee," pp. 267-271 F "The Black Hills is Our Country, 1876," pp. 230-231 A "From the Civil War to the Present - Introduction," pp. 149-150 A "Massacre of Cheyennes and Blackfeet," pp. 154-162

Concepts, People, and Events	Teaching/Learning Activities and Media
Tribes Cheyenne Nation - southern Cheyennes - northern Cheyennes Santee Dakotas (Sioux) Navaho Nation Modocs Nez Perces Apache Nation - Mescalero - San Carlos - Chiricahua Ute Nation Blackfeet Arapaho Kiowa Commanche Lakota (Sioux) Nation - Oglala - Minneconjou - Hunkpapa - Brule Persons Little Crow (Santee) Narbonna (Navaho) Black Kettle (Cheyenne) "Captain Jack" (Modoc) Chief Joseph (Nez Perces) Dull Knife (Cheyenne) Little Wolf (Cheyenne) Cochise (Chiricahua) Geronimo (Chiricahua) Mangas Colorado (Chiricahua) "Peaches" (Apache) Sitting Bull (Hunkpapa - Lakota Nation) Red Cloud (Oglala) Crazy Horse (Oglala) Black Elk (Oglala) Big Foot (Minneconjou - Lakota Nation) Spotted Tail (Brule) Quanah Parker (Commanche) Satanta (Kiowa) "Roman Nose" (Cheyenne) Ely Parker (Seneca) Wovoka - "Jack Wilson" - (Paiute)	A "The Surrender of Chief Joseph, 1877," pp. 167-171 A "Sitting Bull, Dakota Chief," pp. 182-183 A "Last Agony of the Indians: Wounded Knee Massacre, December 28, 1890," pp. 183-188 J Black Elk Speaks by John G. Neihardt. Chaps. 2, 8, 9, 10, 11, 12, 21, 22, 23, 24, 25 DD Cheyenne Autumn by Mari Sandoz O Bury My Heart at Wounded Knee by Dee Brown. pp. 9-420 H "The Ghose Dance and the Battle of Wounded Knee," pp. 221-229 Discussion questions: Why did the end of the Civil War mark the beginning of the end of the economic and political independence of the Northwest, Southwest, and Plains tribes? How was this accomplished? What did the United States mean by an Indian reservation? What did it mean to tribal nations? What is the significance of the Wounded Knee massacre in American Indian history? in United States history?

Concepts, People, and Events	Teaching/Learning Activities and Media
Persons - American	
Abraham Lincoln Kit Carson Colonel Chivington George A. Custer Ulysses S. Grant Colonel Fetterman	
Events	
1851 Plains tribes sign Treaty of Fort Laramie making land cessions and allowing roads to be built through their lands.	
1855 U.S. Army massacres Cheyennes at Ash Hollow.	
1861-1865 U.S. Civil War	
1862 Santee Dakota (Sioux) uprising under Little Crow ends in a mass hanging of 38 at Mankato, Minnesota.	
1862 Congress passes Homestead Act.	
1863-1868 Kit Carson campaigns against Navaho; holds 8,500 in captivity at Bosque Redondo, New Mexico.	
1864 Colonel Chivington massacres Black Kettle's southern Cheyennes at Sand Creek, Colorado.	
1866 Oglalas, under Red Cloud, halt construction of Bozeman Trail after the Fetterman Massacre.	
1867 Medicine Lodge Treaty: U.S. persuades southern Plains tribe to go to reservations.	
1868 Lakota, Cheyenne, and Arapaho Nations sign Fort Laramie Treaty of 1868.	
1868 August 31: Nez Perces Treaty is the last of over 370 treaties signed between the United States and American Indian tribal nations.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1868 General George Custer massacres Black Kettle's small band of southern Cheyennes on the Washita River in Oklahoma.	
1869 U.S. completes the transcontinental railroad.	
1869 President Grant appoints Ely Parker (Donehogawa, Seneca) as Commissioner of Indian Affairs.	
1869-1878 American sportsmen and professional hunters reduce 12,000,000 Plains buffalo to 20.	
1871-1873 Captain Jack leads Modoc resistance against forced removal to a reservation.	
1874 Custer discovers gold in the Black Hills.	
1874-1875 Commanches, under Quanah Parker, fight in Texas to save the southern Plains buffalo.	
1875 Chiricahua Apaches, under Geronimo, fight forced confinement to a reservation.	
1875 At the Lone Tree Council the Lakota Nation refuses to sell the Black Hills.	
1876 Nearly 1,000 gold miners invade the Black Hills.	
1876 Battle of the Little Big Horn: Crazy Horse and Sitting Bull halt Custer's drive to annihilate the Lakota Nation.	
1877 Crazy Horse is assassinated at Fort Robinson; Sitting Bull retreats to Canada.	
1877 U.S. scraps the Lakota Treaty of 1868 and opens the Black Hills to white settlement.	
1877 Nez Perces, under Chief Joseph, fight removal to an Oklahoma reservation.	
1878 Congress appropriates funds for an Indian police.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1878-1879 Northern Cheyennes, under Dull Knife and Little Wolf, fight their way home from an Oklahoma reservation.	
1879 Utes fight loss of lands and reservation confinement in Colorado.	
1881 Sitting Bull returns from Canada and surrenders to reservation confinement.	
1886 Geronimo surrenders to reservation confinement.	
1889-1890 Wovoka (Jack Wilson), the Paiute "messiah", initiates the "Dance of the Ghosts."	
1890 The Seventh Cavalry massacres Big Foot and 300 Minneconjous at Wounded Knee Creek.	

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
In this period the United States pursued its drive to exile and isolate tribal nations onto reservations with policies and practices which, while they aimed to denationalize and subject tribal nations to Congressional domination (Indian Appropriations Act - 1871), to destroy tribal identity by destroying tribal land ownership (Dawes Severalty Act - 1887), and to condition detribalized persons for homogenization into "melting pot" America (federal and Christian missionary barrack-style boarding schools) actually succeeded in transferring 90,000,000 out of 138,000,000 acres of land from Indian to white ownership between 1887 and 1934 (Indian Reorganization Act - 1934). While the impact of America's cultural annihilation, through coercive assimilation, program nearly devastated most tribes, the core of many survived to trouble the conscience of future American generations and to provide members of surviving tribes a basis for an authentic recovery of a stolen identity and heritage, for a genuine rebirth of tribal culture and values in modern society, and for rekindling the nearly extinguished light of their intuitive cosmology. Concepts government rations bureaucracy BIA agent graft tribal polics Congressional domination unilateral abrogation of treaty obligations honor past treaties denationalize detribalize	E "The Nineteenth Century," pp. 72-74 E "Indian Courts," pp. 168-171 E "The Twentieth Century," pp. 75-76 E "Indian Land and its Allotment," pp. 143-145 E "Land and its Descent," pp. 150-151 C "Extermination Through Legislation," pp. 63-65 C "Presidents ... in American Indian History," pp. 105-106 C "Chronology of American Indian History," pp. 144-149 G "The Way to Rainy Mountain, Excerpt," pp. 132-136 G "Me and Mine," pp. 144-149 D "Acculturation under Duress," pp. 121-130, 134-147 Z "Laws and Treaties," pp. 35-54 Z "Missionaries and the Religious Vacuum," pp. 105-127 CC "The BIA: Big Brother is Watching," pp. 140-152 CC "Treaties and Land: Real Estate Deals at Gunpoint," pp. 105-113 CC "Indian Education: The Big Whitewash," pp. 42-48 CC "Health and Welfare: The Politics of Hunger," pp. 71-84, 87-92 CC "Rebirth of Indian Religion," pp. 19-41 A "From the Civil War to the Present - Introduction," pp. 150-151 A "The End of Indian Treaty-Making," pp. 162-165 A "On the Indian Problem, 1872," pp. 165-166 A "The Indian Problem, 1877," pp. 172-173 A "The Indian Homestead Acts," pp. 173-181 A "'Break Up the Tribal Mass': First Annual Message, 1901," pp. 193-194 F "Reasons for Trouble Between the Indians and the Government During the Ghost Dance," pp. 263-266 F "Testimony About White Man's Promises," pp. 222-225 F "Indian Conditions for Treaty Renewal," pp. 232-234 F "Keeping Treaties," p. 262 F "The Reservation School," pp. 278-283 F "How Allotment Impoverishes the Indian," pp. 286-289

Concepts, People, and Events	Teaching/Learning Activities and Media
tribal unity/cohesion tribal identity tribal land ownership allotment in severalty fee simple Indian homesteader Indian citizenship fractionated heirship surplus allotment sale education fund boarding school barrack-style homogenization coercive assimilation "melting pot" acculturation criminal code duress outlaw religious ceremonies Sun Dance "pagan/heathen" Christian denomination missionary core of tribal culture conscience rebirth of tribal culture cultural values **Persons** Pleasant Porter (Creek) Lone Wolf (Kiowa) Little Mountain (Kiowa) Quanah Parker (Commanche) **Persons** - American Ulysses S. Grant Henry Dawes Richard H. Pratt Helen Hunt Jackson **Events** 1869 Grant inaugurates Quaker policy; reservations are divided among Christian denominations for missionary work.	F "The Reservation System," pp. 290-296 H "The Celebrated Peace Policy of General Grant," pp. 183-199 H "Private Property, the Indian's Door to Civilization," pp. 200-208 H "Indian and White in the Inland Empire," pp. 209-220 EE "Indian Education at Hampton and Carlisle, 1880," pp. 38-50 EE "Indian Education: A Cultural Dilemma," pp. 66-69 FF Century of Dishonor by Helen Hunt Jackson Discussion questions: What did the Indian Appropriations Act of 1871 mean for the United States? for tribal nations? What was the main purpose of the Dawes Severalty Act? What was its primary result? How did a core of tribal culture manage to survive the efforts of the American people to Christianize and civilize the Indian people? What significance does this survival have for American Indian people in modern times?

Concepts, People, and Events	Teaching/Learning Activities and Media
1870 U.S. initiates policy to destroy tribal religion under the slogan: "Destroy the religion and you will destroy the tribal leadership."	
1870 Congress appropriates money for Indian boarding schools.	
1871 Indian Appropriation Act ends treaty making with tribal nations and initiates unilateral abrogation of federal treaty obligations.	
1879 Captain Richard Pratt establishes Carlisle Indian School in an abandoned army barracks.	
1881 Department of Interior, by executive order, bans the Sun Dance and orders arrest and imprisonment of medicine men of the Plains tribes.	
1883 Courts of Indian Criminal Offenses are established on the reservations.	
1884 BIA formulation of a special Criminal Code outlaws tribal religious ceremonies, forbids speaking of tribal languages in school, and requires Indian students to cut their hair and wear uniforms.	
1885 Helen Hunt Jackson publicizes historic injustices to the American Indian in Century of Dishonor.	
1887 Dawes Severalty Act extinguishes tribal land ownership and prescribes allotment of reservation lands in severalty.	
1890 Department of the Interior outlaws participation in the "Ghost Dance" and forbids the Lakota funeral ceremony, "Keeping of the Soul."	
1893 Anthropologists steal sacred ceremonial objects from the Hopi kivas and exhibit them at the Chicago Exposition.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1903 Supreme Court decision in *Lone Wolf vs. Hitchcock* asserts the plenary power of Congress to arrogate and unilaterally abrogate treaties without due process.	

Concepts, People, and Events

In this period Congress abolished treaty commitments to Oklahoma reservation tribes and converted Oklahoma Indian territory into Oklahoma territory (1890) and later into the state of Oklahoma (1907). Congress later politically incapacitated all tribes from legally recovering abolished federal treaty rights through enactment of the Indian Citizenship Act of 1924. In the same period Congress authorized a comprehensive study of reservation conditions that culminated in the Meriam Report of 1928. The Report deplored the extreme poverty and poor health conditions of reservation life, recognized the value and strength of tribal identity, recommended removal of Indian affairs from federal to state control, and established a basis for the reform policies launched under President Roosevelt's Indian Commissioner, John Collier, and the Wheeler-Howard Act of 1934.

Concepts

treaty commitment
citizenship
comprehensive study
reservation poverty
policy reform
alienation of land

Tribes

Cherokee
Choctaw
Creek
Seminole
Chickasaw

Teaching/Learning Activities and Media

E "The Twentieth Century," pp. 76-77
E "The Oklahoma Indians," pp. 134-137
E "The Pueblo Indians of New Mexico," pp. 139-142
C "Presidents ... in American Indian History," pp. 106-108
D "Acculturation under Duress," pp. 142-143, 147-150
D "Indian New Deal and After," pp. 151-154
A "From the Civil War to the Present - Introduction," p. 151
A "Dissolution of Indian Territory into the State of Oklahoma, 1884-1907," pp. 189-193
A "Indian Citizenship Act, June 2, 1924," pp. 194-195
A "Criticism of the Indian Land Allotment Policy," pp. 195-196
F "Let My People Go," pp. 301-305
F "Testimony During a 1915 Trial for Violating a Washington State Code on Salmon Fishing," pp. 297-300
I "The Final Struggle Commences and Prevails," pp. 143-154
H "Crusade for Indian Reform, 1922-1934," pp. 230-242

Discussion questions: How did Oklahoma change from Indian territory to the 46th state of the Union? What happened to the tribes and their reservations there? Why was the Indian Citizenship Act passed in 1924? What was the significance of the Meriam Report of 1928? How did it establish a basis for reform of federal Indian policies before and after World War II?

Concepts, People, and Events	Teaching/Learning Activities and Media
Persons Pleasant Porter (Creek) Charles Curtis (Osage - Kaw) Jim Thorpe (Sauk - Fox) Louis Tewanima (Hopi) Houston B. Teehee (Cherokee) Gabe Parker (Choctaw) William G. Stigler (Choctaw) Will Rogers Sr. (Cherokee) Robert L. Owen (Cherokee) Francis LaFlesche (Omaha) William Jones (Fox) John Hewitt (Tuscarora) William W. Hastings (Cherokee) Dr. Charles Eastman - "Ohiyesa" (Santee) Dr. Henry Roe Cloud (Winnebago) Persons - American Henry Dawes President Cleveland Francis E. Leupp William McKinley Theodore Roosevelt Lewis Meriam Frederick W. Hodge Mark Sullivan Herbert Work Herbert Hoover Charles Rhoads Henry Scattergood Events 1884 Congress opens tribal reservation areas in the western part of Oklahoma Indian territory to white settlement. 1889 Congress opens 2,000,000 acres of Creek land to settlement. 1890 Congress converts Oklahoma Indian territory into Oklahoma territory.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1891 Congress opens reservation lands of the Sauk, Fox, and Potawatomi tribes to white settlement.	
1892 Congress opens Cheyenne - Arapaho reservation land to settlement.	
1893 Congress opens the "Cherokee Outlet" to the Oklahoma "Sooners."	
1893 Congress creates the Dawes Commission to extinguish title of the Five Civilized Tribes to all remaining lands in Indian territory and to prepare the roll of family names for allotment and land inheritance purposes. Tribal resistance gradually gives way to the threat of Congressional legislation to extinguish tribal title.	
1901 Congress enacts the Citizenship Act for the Five Civilized Tribes.	
1906 Tribal governments and reservations in Indian territory of Oklahoma territory are liquidated.	
1907 Oklahoma becomes the 46th state of the United States.	
1907 Burke Act amends the Dawes Act to close loopholes to easy alienation of Indian allotments into white ownership.	
1910 Medical division is established within the Indian Service.	
1924 Congress confers U.S. citizenship on all Indians.	
1926 BIA launches drive to suppress Pueblo religious ceremonies.	
1928 Institute for Government Research publishes the Meriam Report: The Problems of Indian Administration.	

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
To escape dire poverty and unhealthy living conditions of reservation existence and prompted by President Wilson's ideas of liberty and justice for oppressed peoples throughout the world, over 6,000 American Indians volunteered to serve in the armed forces during World War I. The barrack-style training of reservation boarding schools plus lingering warrior traditions of their tribes smoothed the transition of many to military discipline and drill and made them noteworthy soldiers on European battlefields. The emergence of the United States on the international scene and subsequent retreat into isolation, however, delayed correction in an international arena of past injustices to American Indians; surfacing of the United States on the international scene was not long enough to expose endless broken treaties and coercive assimilation policies and practices to the world at large. __Concepts__ liberty/justice warrior tradition international arena League of Nations international justice isolation __People__ Deskaheh (Cayuga) Woodrow Wilson (President) __Events__ 1914-1918 World War I	E "Social Life," pp. 233-234 D "Acculturation Under Duress," p. 148 GG "Are Indians Subject to Service in the Armed Forces?" p. 8 CC "Treaties and Land," pp. 113-114 MM-7 "How it is With Us," p. 2 Discussion questions: Why did many American Indians volunteer for service in World War I? What did the United States' refusal to join the League of Nations mean for American Indians?

Concepts, People, and Events	Teaching/Learning Activities and Media
1917-1918 Over 6,000 American Indians volunteer for service in the armed forces.	
1918 Wilson's Fourteen Points holds out promise of justice for colonialized people (fifth point and closing statement of principle).	
1919 U.S. refuses to join the League of Nations.	
1923 League officials thwart the efforts of Deskaheh, a Cayuga chief, to bring his people's grievances to the attention of the League of Nations in Geneva, Switzerland.	

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events

Although, when the Great Depression struck in 1929, the Indian people were one of the groups hardest hit, it also struck a lethal blow to "rugged individualism" which enhaloed the allotment policy. During the 1930's the 47 year effort to assimilate American Indians through detribalization and allotment accordingly shifted to new endeavor. Following Meriam Report recommendations that tribal identity was an asset for assimilation purposes and that Indian affairs should eventually be removed from federal to state control, the 1934 Congress enacted an "Indian New Deal:" while the Wheeler-Howard Act or Indian Reorganization Act (IRA) allowed for retribalization of reservations with tribal consent as federally chartered tribal corporations with a semblance of self-government under the Secretary of Interior's final veto authority, the Johnson-O'Malley Act (JOM) authorized the Interior Department's BIA to contract with state agencies for health, education, and social services for federally chartered tribes. Positive benefits expected of the Indian New Deal were, however, blunted or short-lived. World War II diverted funds from tribal credit programs; tribal initiative, long dormant, developed slowly, and the BIA, distrustful of tribal leadership, contested tribal control over reservation affairs.

Concepts

Great Depression
rugged individualism
retribalization
federal charter
tribal constitution

Teaching/Learning Activities and Media

E "The Twentieth Century," pp. 77-80
E "The Oklahoma Indians," p. 137
E "Indian Land and its Allotment," pp. 146-147
C "Presidents ... in American Indian History," pp. 108-110
D "The Indian New Deal and After," Chap. 6, pp. 154-158
HH "A History of Indian Education," p. 5
A "Partial Restoration of Indian Self-Government, 1934-36," pp. 196-206
F "Indian Self-Determination, 1934," pp. 309-313
I "The Indian New Deal," Chap. 14, pp. 154-171
CC "Introduction," pp. 15-16
CC "Tribal Government: Blueprint for Corruption," pp. 178-194
H "Oklahoma Tribes, the Great Depression and the Indian Bureau," pp. 243-254

Discussion questions: What impact did the Great Depression of 1929 have on American Indians? In what sense could it be viewed as a "blessing in disguise" for American Indians? How did the "Indian New Deal" aim to help American Indians? What sort of tribal self-government did it provide? How was the Johnson-O'Malley Act consistent with Meriam Report (1928) recommendations? What factors reduced the positive benefits expected of the "Indian New Deal?"

Concepts, People, and Events	Teaching/Learning Activities and Media
tribal corporation legal identity veto power revolving credit self-government	
People	
William Durant (Choctaw) Dan Madrano (Caddo) John Collier (American)	
Events	
1929 Great Depression strikes heavy blow to reservation economy.	
1933 President Roosevelt appoints John Collier as Commissioner of Indian Affairs.	
1934 Indian New Deal: Congress enacts Wheeler-Howard Act and Johnson-O'Malley Act.	
1936 Oklahoma Indian Welfare Act allows Oklahoma tribes to acquire legal identity as tribal corporations.	
1944 Tribal leaders organize the National Congress of American Indians to protect Indian rights.	

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
During World War II over 25,000 American Indians served in the United States armed forces. Many provided valuable service in the intelligence and communications divisions; since tribal languages had been marked for extinction and many were therefore never codified, two members of the same tribe who radioed top secret messages in their tribal languages easily stymied enemy intelligence experts. **Concepts** tribal language codified language intelligence expert **Persons** Major General Clarence Tinker (Osage) Rear Admiral Joseph Clark (Cherokee) Ira Hayes (Pima) **Events** 1941-1945 United States in World War II	GG "Are Indians Subject to Service in the Armed Forces?" p. 8 D "The Indian New Deal and After," pp. 158-159 E "Social Life," p. 234 II "Stereotyping," p. 35 F "The Indian in Wartime, 1944," p. 314-318 A "Famous Americans of Indian Descent," pp. 329, 334, 335 Discussion questions: Why did many more American Indians serve in World War II than in World War I? Why were they able to provide valuable service in the intelligence and communications divisions of the armed services?

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
In the postwar era as thousands of Indian war veterans returned to their tribal reservations, they soon faced a four-point removal program to eliminate them as a separate factor in American society: removal of tribes from federal obligations (Indian Claims Commission Act - 1946), removal of reservation residents to industrialized urban areas (BIA Relocation Program - 1950), removal of tribal reservations from federal to state control (House Concurrent Resolution 108 - 1953), and removal of tribal authority over mineral, water, and energy resources discovered or developed on reservation land (Tuscarora vs. New York State Power Authority - 1958-60). In response the Indian people organized national pan-Indian movements to reverse the tribally destructive impact of these policies, to defend their diminishing land base, to safeguard the vestiges of treaty rights, and to recapture and revive their cultural heritage. These movements scored moderate successes without serious opposition in the areas of education and self-determination legislation. However, when a few tribes began to score federal court victories, they set a "backlash" movement in motion to erase tribes and reservations from the U.S. political map through Congressional legislation. Results of the "Longest Walk" (1978) effort to halt the proposed "backlash" legislation remain to be seen. Concepts Claims Commission money settlement termination	C "Presidents ... in American Indian History," pp. 110-114 D "The Indian New Deal and After," Chap. 6, pp. 159-171 G "They Are Taking the Holy Elements from Mother Earth," pp. 160-164 G "The New Indians, an Excerpt," pp. 175-192 E "The Twentieth Century," pp. 89-97 E "Belated Justice: The Indian Claims Commission," pp. 101-108 E "Alaskan Indian Lands," pp. 124 E "Oklahoma Indians," pp. 137-138 E "Land and Its Descent," pp. 151-152 E "Gambling with the Land," pp. 153-159 E "Epilogue," pp. 241-245 A "From the Civil War to the Present, Introduction," pp. 151-154 A "Urban Indians," pp. 206-209 A "What Indians Want: Statements of American Indians Chicago Conference, 1961," pp. 210-212 A "White Endorsement of the Right to be Indian, 1961," pp. 212-213 A "White Man's Continuing Theft of Indian Land," pp. 214-219 A "The Battle for Indian Fishing Rights in Washington State," pp. 219-225 A "American Indian Education Under Fire," pp. 233-238 A "Our Last Chance to Change: Alaska," pp. 238-239 A "A Plea for Indian Cultural Survival," pp. 243-245 F "The Indian Tests the Mainstream, 1966," pp. 347-350 F "The War on Poverty, 1967," pp. 355-359 F "Symposium on Indian Education, 1968," pp. 360-365 F "Consolidating Indian Efforts, 1970," pp. 380-384 F "Appeal to Congress for the Return of Blue Lake, 1970," pp. 385-388 F "Afterword: ... and Indian Always, 1973," pp. 389-401 Z "The Disastrous Policy of Termination," Chap. 3, pp. 60-82 Z "Indians Today, Real and Unreal," Chap. 1, pp. 9-33

Concepts, People, and Events

relocation
culture shock
urban ghetto
liquidation of tribal assets
state taxation
energy quest
energy resources
mineral resources
water rights
hydroelectric dams
megapolis
rising standard of living
energy crisis
"Black Mesa"
stripmining
pollution
environmental dislocations
federal trust responsibility
tribal land base
tribal extinction
intertribal councils
pan-Indian organizations
stereotyping
school dropouts
underachievement
Indian controlled schools
cultural pluralism
"backlash" legislation

Tribes

Arikara
Mandan
Gros Ventre
Tuscarora
Lumbee
Klamaths
Menominee
Senecas
Taos Pueblo
Oglala
Passamaquoddy
Penobscots
Northern Cheyenne
Crow
Navaho Nation
Hopi Nation
Paiutes of Utah

Teaching/Learning Activities and Media

Z "Indians and Modern Society," Chap. 10, pp. 222-238
Z "A Redefinition of Indian Affairs," Chap. 11, pp. 239-261
II "The Artificial Universe," pp. 191-197
K "Summing Up," pp. 105-113
MM-4 "An Empty Black Pit," pp. 4-5

UU "The Longest Walk" (attachment)
MM-7 "The Confusing Spectre of White Backlash," pp. 22- 23 (Vol. 9, No. 5)
MM-5 "Listen to the Whispering Winds of Our Grandfathers and Think," pp. 4-5 (Vol. 6, No. 1)
H "Legal Problems Peculiar to Indian Claims Litigation," pp. 255-262
H "American Indian Relocation: Problems of Dependency and Management in the City," pp. 269-280
Y Freedom With Reservation, edited by Deborah Shames
L Hopi: A Message for All People by Dan Katchongua
JJ American Indians Today by Olga Hoyt
KK The American Indian: A Rising Ethnic Force edited by Herbert Marx Jr.
QQ "Indian America" (16 mm)
PP "Cree Hunters of the Mistassini" (16 mm: 58 minutes)
RR "The Long Road Home" (16 mm: 27 minutes)

Discussion questions: How were the Indian Claims Commission Act of 1946 and the termination policies of the 1950's and 1960's consistent with Meriam Report (1928) recommendations? How did the BIA Relocation Program assist in the process of termination? How were reservation tribes affected by the American energy quest? What actions did American Indians take to reverse termination policies and erosion of their land base? What role did urban Indians play in these efforts? Why do American Indians consider a land base vital to the survival of their tribal culture and tribal identity? Why did

Concepts, People, and Events	Teaching/Learning Activities and Media
Uintah and Ouray Alabama Coushatta Tiguas Persons Buffy St. Marie (Cree) Robert Bennett (Oneida) George Mitchell (Chippewa) Dennis Banks (Chippewa) Russell Means (Oglala) Herbert Powless (Oneida) John Echo Hawk (Pawnee) John Stevens (Passamaquoddy) Louis R. Bruce (Mohawk-Sioux) Raymond Little Thunder (Oglala) Wesley Bad Heart Bull (Oglala) Leonard Peltier (Chippewa) Clyde Warrior (Ponca) Vine Deloria Jr. (Standing Rock Sioux) Hank Adams (Assiniboin-Sioux) Wallace Mad Bear Anderson (Tuscarora) Clyde Bellecourt (Chippewa) Michael Chosa (Chippewa) Mickey Gemmill (Pit River) William W. Keeler (Cherokee) Janet McCloud (Nisqually) David Risling (Hoopa) Peter McDonald (Navaho) Sid Mills (Yakima-Cherokee) Benjamin Reifel (Sioux) Dino Butler (Oregon: tribe unknown) Robert Robideau (Oregon: tribe unknown) Joseph Kills Right Stuntz (Oglala) Michael Sturdevant (Menominee) John Waubanascum (Menominee) Persons - American Dillon S. Myer Dwight D. Eisenhower John F. Kennedy Lyndon B. Johnson	American Indians meet with limited opposition in securing favorable education and self-determination legislation but met with determined opposition when they secured favorable federal court decisions? What was the primary purpose of the "Longest Walk?"

Concepts, People, and Events	Teaching/Learning Activities and Media
Richard M. Nixon	
Robert Kennedy	
Edward Kennedy	
Stewart Udall	
Rogers Morton	
Glen L. Emmons	
James Abourezk	
George McGovern	
Lloyd Meeds	
John Cunningham	
Jack Koler	
Ronald Williams	
Events	
1946 Congress creates the Indian Claims Commission.	
1948 Arikara, Gros Ventre, and Mandan tribes are forced to sacrifice 155,000 acres to the Garrison Hydroelectric Dam Project on the Fort Berthold Reservation in North Dakota.	
1949 The Hoover Commission recommends termination.	
1950 Dillon Myer, the new Commissioner of Indian Affairs, endorses termination.	
1950 BIA begins Relocation Program to move reservation residents to urban areas.	
1952 Public Law 280 transfers civil and criminal jurisdiction of reservations to the states.	
1953 Congress removes ban on off-reservation liquor sales to Indians as a step "to get the government out of the Indian business" - Senator Watkins - Utah.	
1953 President Eisenhower signs the Indian Termination Act (House Concurrent Resolution 108).	
1955 BIA health programs are transferred to the Public Health Service.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1958 Tuscaroras resist the New York Dam Project that would flood their reservation.	
1958 Secretary of Interior Seaton modifies termination policy to include tribal consent.	
1958 Klamaths of Oregon are terminated; tribal assets are liquidated.	
1959 Senecas resist Kinzua Dam Project in Pennsylvania that would flood their reservation; U.S. Supreme Court refuses to hear their case.	
1960 Menominees of Wisconsin are terminated; their reservation becomes a state county.	
1960 U.S. Supreme Court in a 6 to 3 decision invalidates the terms of the Pickering Treaty of 1784 and rules against the Tuscaroras.	
1961 Chicago Conference of American Indians denounces termination and asserts the right of tribes to maintain and develop their own communities.	
1964 Tribes in Washington state stage "fish-ins" to assert treaty fishing rights denied them by state conservation laws.	
1966 President Johnson appoints Robert Bennett, Oneida, as Commissioner of Indian Affairs.	
1968 National Indian Education Association is established in Minneapolis.	
1968 George Mitchell (Chippewa) and Dennis Banks (Chippewa) organize the American Indian Movement (AIM) in Minneapolis and St. Paul, Minnesota.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1969 Special Senate Subcommittee on Indian Education in a national report entitled *Indian Education: A National Tragedy, A National Challenge* identifies coercive assimilation policies as the main cause for the failure of federal education programs for Indians.	
1969 President Nixon appoints Louis R. Bruce, Mohawk-Lakota, as Commissioner of Indian Affairs.	
1970 The United States returns 48,000 acres of their Sacred Blue Lake in New Mexico to the Taos Pueblos.	
1970 President Nixon delivers "Self-Determination without Termination" message to Congress calling for legislation to end termination.	
1970 Pit River Indians occupying Lassen National Forest, Burney, California are assaulted by 100 local and federal law officers.	
1971-1978 Indian hunting and fishing rights are upheld in federal courts.	
1971 President Nixon signs the Alaska Native Claim Act which cedes 300 million acres to the state and reserves 40 million for native Alaskans.	
1971 Chicago Indian Village occupies the Chicago Nike Site.	
1971 Milwaukee AIM Chapter occupies an abandoned U.S. Coast Guard Station and converts it into an Indian school.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1972 Native American Rights Fund is established at Boulder, Colorado to provide legal services for Indian tribes.	
1972 Congress passes the Indian Education Act.	
1972 AIM stages a demonstration at Gordon, Nebraska involving 1,000 Indians to protest the murder of Raymond Little Thunder (Oglala).	
1973 Custer, South Dakota: AIM stages a demonstration to protest the failure of law enforcement officers to place a murder charge against the killer of Wesley Bad Heart Bull (Oglala).	
1973 National Indian organizations secure the release of impounded Indian Education Act funds through a federal court order.	
1973-1978 Rich coal, oil, uranium, and mineral deposits have been discovered on many reservation lands over the past 30 years. Tribes initiate legal actions to safeguard tribal rights in negotiations between energy development corporations and the Interior Department.	
1974 Mohawks occupy "Ganienkeh" in New York state to re-establish the traditional Mohawk way of life.	
1975 Menominee Warrior Society occupies Alexian Novitiate at Gresham, Wisconsin.	
1975 Congress passes Indian Self-Determination Act and the Menominee Restoration Act reversing termination for the Menominee tribe.	
1975 U.S. Interior Department discovers a rich uranium	

Concepts, People, and Events	Teaching/Learning Activities and Media
field in the middle of the Pine Ridge reservation in South Dakota.	
1975 AIM members are accused of slaying two FBI agents on the Pine Ridge reservation.	
1975 The Interstate Congress for Equal Rights and Responsibilities (ICERR) is organized to eliminate reservations, treaties, and tribes through Congressional legislation.	
1976 Federal courts uphold land claims of the Passamaquoddy and Penobscot tribes and awards them title to 8 million acres in the state of Maine.	
1977 ICERR persuades Congressmen to introduce legislation to eliminate tribes and reservations.	
1978 American Indians organize the Longest Walk to halt legislation designed to erase tribes and reservations from the U.S. political map.	

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
In November, 1969, the "Indians of All Tribes" occupied Alcatraz Island under the Laramie Treaty of 1868 and touched off a movement among Indian people to stay the erosion of treaty rights through assertions of tribal sovereignty that has culminated in the International Indian Treaty Council formed in 1974 to restore the status of tribal sovereignty to tribal nations through the United Nations, to halt environmental pollution, dislocations, and desolation of Mother Earth by multi-national power corporations, and to deal with the United States only through the State Department. Concepts tribal sovereignty multi-national power corporations State Department "occupation" "right of discovery" historic treaty violations international focus "right of conqueror over conquered" hemispheric representation "ancient sense of sovereignty" discrimination indigenous populations Persons John Trudell (Santee) Richard Oakes (Mohawk) Robert Burnette (Brule) Leonard Crow Dog (Brule) Dennis Banks (Chippewa) Russell Means (Oglala) Clyde Bellecourt (Chippewa) Vern Bellecourt (Chippewa) LaNada Means (Shoshoni Bannock) Webster Two Hawk (Brule) Dick Wilson (Oglala) Frank Clearwater (Cherokee)	A "Protests: East and West," pp. 225-233 G "Proclamation of the Indians of Alcatraz," pp. 165-167 G "The Red Man's Burden, an Excerpt," pp. 168-174 CC "The Trail of Broken Treaties," pp. 195-219 CC "Wounded Knee," pp. 220-254 MM-1 "The Trail of Broken Treaties," pp. 3-32 MM-2 "The First Month at Wounded Knee," pp. 11-45 MM-3 "The Struggle Continues: Wounded Knee," pp. 4-34 MM-6 "Wounded Knee Trails Go On," p. 30, (AN Vol. 7, No. 1) MM-7 "How it is With Us," pp. 2 and 25, (AN Vol. 9, No. 5) MM-7 "Geneva: A Report on the Continental Movement of Indigenous Peoples," pp. 4-21, (AN Vol. 9, No. 5) VV "Distraction: Another U.S. Tactic," pp. 1-2 Discussion questions: What was the significance of the Alcatraz (1969) and Wounded Knee (1973) occupations in the formation of the International Indian Treaty Council in 1974? What is the significance of the 1977 Barbados Conference's attempt to rekindle "the ancient sense of sovereignty" through the United Nations? What is the significance of the position of the International Indian Treaty Council in its position to deal with the United States only through the State Department?

Concepts, People, and Events	Teaching/Learning Activities and Media
Philip Deer (Muskogee-Creek)	
Marie Sanchez (Northern Cheyenne)	
Frank Fools Crow (Oglala)	
Sid Mills (Yakima-Cherokee)	
Charles Trimble (Oglala)	
Oren Lyons (Iroquois)	
Persons - American	
Kent Frizzell	
Douglas Durham	
Jimmie Durham	
Niall McDermot	
William Kunstler	
Events	
1969 Under the Treaty of Fort Laramie of 1868, Indians of all tribes occupy Alcatraz Island in San Francisco Bay claiming it "by right of discovery."	
1972 AIM organizes "Trail of Broken Treaties" caravan to Washington, D.C. to present a Twenty-Point Program to President Nixon for halting Congressional abrogation of treaty rights.	
1973 A three-month occupation of Wounded Knee focuses international attention on the beleaguered position of American Indians in their own homeland.	
1974 Standing Rock, South Dakota: International Indian Treaty Council is formed to bring historic treaty violations into international focus through the United Nations.	
1975 Federal court judges in the Wounded Knee trials dismiss evidence supporting treaty rights and tribal sovereignty by asserting the rights of the conqueror over the conquered.	

Concepts, People, and Events	Teaching/Learning Activities and Media
1977 Barbados Conference of North, Central, and South American Native Peoples organizes hemispheric representation of Native Peoples of the Western Hemisphere to rekindle the light of the "ancient sense of sovereignty."	
1977 125 delegates of the Native Peoples of the Western Hemisphere attend a four-day Non-Governmental Organizations of the United Nations Conference on "Discrimination Against the Indigenous Populations of the Americas" in Geneva, Switzerland.	
1978 International Indian Treaty Council affirms its position to deal with the United States only through the State Department.	

MATERIALS RESOURCE GUIDE

I. Reading Resources from Prehistory to the Present

(A-I: Listed according to recommended usage value)

*A Vogel, Virgil, Ed. *This Country Was Ours: A Documentary History of the American Indian*. New York, New York: Harper Torchbooks, 1972. Paper -- $3.95.

*B Locke, Raymond F., Ed. *The American Indian: Selected Readings from Mankind Magazine*. Los Angeles, California (8060 Melrose Avenue 90046): Mankind Publishing Company, 1970. Paper -- $1.75.

C Costo, Rupert. *The American Indian Reader: History*. San Francisco, California (1451 Masonic Avenue 94117): The Indian Historian Press, Incorporated, 1974. Paper -- $2.00.

D Hagan, William T. *American Indians*. Chicago, Illinois: University of Chicago Press, 1961. Paper -- $1.95.

E Washburn, Wilcomb E. *Red Man's Land, White Man's Law*. New York, New York: Charles Scribner's Sons, 1971. $7.95. (Available in paperback)

*F Moquin, Wayne and Charles Van Doren, Eds. *Great Documents in American Indian History*. New York, New York: Praeger Publishers, 1973. Paper -- $4.95.

*G David, Jay, Ed. *The American Indian: The First Victim*. New York, New York: William Morrow and Company, 1972. Paper -- $2.45.

H Adams, George R. and Roger L. Nichols, Eds. *The American Indian: Past and Present*. Lexington, Massachusetts: Xerox College Publishing, 1971. Paper -- $4.25.

I Collier, John. *Indians of the Americas*. New York, New York: New American Library, 1947. Paper -- $1.25.

II. Reading Resources with Limited Scope

(J-Z: Listed according to order of appearance in Media Resource Guide)

*J Neihardt, John G. *Black Elk Speaks*. Lincoln, Nebraska: University of Nebraska Press, 1961. Bison Paper -- $1.50.

*K Morey, Sylvester, Ed. *Can the Red Man Help the White Man*. New York, New York: Myrin Institute, Incorporated, 1970. Paper -- $1.95.

*L Katchongva, Dan. *Hopi: A Message for All People*. Mohawk Nation via Rooseveltown, New York: White Roots of Peace, Akwesasne Notes, 1972. Pamphlet -- $1.00.

*M Gilliam, Olivia L. and Sylvester M. Morey, Eds. *Respect for Life: The Traditional Upbringing of American Indian Children*. New York, New York: Myrin Institute, Incorporated, 1974. Paper -- $3.50.

N Alexander, Hartley Burr. *The World's Rim: Great Mysteries of the North American Indians*. Lincoln, Nebraska: University of Nebraska Press, 1953. Bison Paper -- $1.95.

*O Brown, Dee. *Bury My Heart At Wounded Knee*. New York, New York: Holt Rinehart and Winston, 1970. Bantam Paper -- $1.95.

*P Rich, Louise D. *King Philip's War, 1675-1676*. New York, New York: Franklin Watts, Incorporated, 1975. $3.90.

*Q Goodnough, David. *Pontiac's War, 1763-1766*. New York, New York: Franklin Watts, Incorporated, 1975. $3.90.

R Prucha, Francis P. *American Indian Policy in the Formative Years*. Lincoln, Nebraska: University of Nebraska Press, 1972. Bison Paper -- $1.95.

*S Georgakas, Dan. *The Broken Hoop*. New York, New York: Zenith Books, Doubleday and Company, Incorporated, 1973. $3.95.

*T Icenhower, Joseph B. *Tecumseh and the Indian Confederation, 1811-1813*. New York, New York: Franklin Watts, Incorporated, 1975. $3.90.

*U White, Anne Terry. *The False Treaty: Removal of the Cherokees from Georgia*. New York, New York: Scholastic Book Services, Scholastic Magazines, Incorporated, 1970. (Price unknown).

*V Fleischmann, Glen H. *The Cherokee Removal, 1838*. New York, New York: Franklin Watts, Incorporated, 1975. $3.90.

*W Hodge, William H. "The Indians of Wisconsin,", pp. 95-192 in *The Wisconsin Blue Book: 1975*. Madison, Wisconsin (202 South Thornton Avenue 53702): Department of Administration, Document Sales and Distribution, 1975. Paper -- $1.00, Hardcover -- $2.00.

*X Taylor, Lolita. *The Native American*. Shell Lake, Wisconsin (54871): Wisconsin Indianhead VTAE District Office, 1976. (Shipping cost charge).

*Y Shames, Deborah, Ed. *Freedom with Reservation: The Menominee Struggle to Save Their Land and People*. Madison, Wisconsin (520 University Avenue 53703): Wisconsin Indian Legal Services, 1972. Paper -- $2.50.

Z Deloria, Vine Jr. *Custer Died for Your Sins*. New York, New York: Avon Books, 1969. Paper -- $1.25.

*AA Jones, Kenneth M. *War with the Seminoles*. New York, New York: Franklin Watts, Incorporated, 1975. $3.90.

*BB Georgakas, Dan. *Red Shadows*. New York, New York: Zenith Books, Doubleday and Company, 1973. Paper -- $2.50.

*CC Burnette, Robert and John Koster. *The Road to Wounded Knee*. New York, New York: Bantam Books, Incorporated, 1974. Paper -- $1.95.

*DD Sandoz, Mari. *Cheyenne Autumn*. New York, New York: Avon Books, 1953. Paper -- $1.25.

EE Henry, Jeannette, Ed. The American Indian Reader: Education. San Francisco, California: The Indian Historian Press, Incorporated, 1972. Paper -- $4.00.

FF Jackson, Helen Hunt. A Century of Dishonor. Magnolia, Massachusetts: Peter Smith Publishers, 1966. $6.00.

*GG The American Indians: Answers to 101 Questions. Washington, D.C. (20402): U.S. Government Printing Office. Stock No. 2402-00046. Pamphlet -- $1.25.

*HH Annual Report: Indian Education, 1974-75. Madison, Wisconsin (126 Langdon Street 53702): Johnson-O'Malley Program. Wisconsin Department of Public Instruction, 1976. (Usually no charge).

*II Deloria, Vine Jr. We Talk, You Listen: New Tribes, New Turf. New York, New York: Dell Publishing Company, Incorporated, 1970. Paper -- $0.95.

*JJ Hoyt, Olga. American Indians Today. New York, New York (257 Park Avenue South 10010): Abelard-Schuman Limited, 1972. $4.50.

*KK Marx, Herbert, Ed. The American Indian: A Rising Ethnic Force. The Reference Shelf (Vol. 45, No. 5). New York, New York: H. W. Wilson Company, 1973. $4.50.

III. Brochures and Newspapers

*LL "Native American and Proud" (brochure). New York, New York (1841 Broadway-60th Street 10023): Foundation for Change, Incorporated, 1976. (Free brochures; possible handling charges for large quantities.)

*MM Akwesasne Notes (AN) (Newspapers)
Mohawk Nation via Rooseveltown, New York 13683

Publications: All publications are 50¢ per copy.

1. Early Winter: 1973. Volume 5, Number 1.
2. Early Spring: 1973. Volume 5, Number 2.
3. Early Summer: 1973. Volume 5, Number 3.
4. Early Autumn: 1973. Volume 5, Number 5.
5. Early Spring: 1974. Volume 6, Number 1.
6. Early Spring: 1975. Volume 7, Number 1.
7. December: 1977. Volume 9, Number 5.

IV. Audiovisual Media

(Map and 16 mm films)
(Listed according to order of identification in the Guide)

*NN "Indians of North America" (map). Washington, D.C.: National Geographic Society, 1973. $9.95.

OO Sacred Ground (16 mm film). Narrator, Cliff Robertson.

Part I: "The Indian and the Land," (23 minutes).

Part II: "Origin, Legend, and Spirit of the Indian," (25 minutes).

Aspen, Colorado (P.O. Box 599 81611): New Visions, 1977.
Cost: $550; $275 per part.

PP Cree Hunters of the Mistassini (16 mm film - 58 minutes - 2 parts). New York, New York (1251 Avenue of the Americas 10020): Film Board of Canada, 1974. Cost: $550.

QQ Indian America (16 mm film - 52 minutes - 2 parts). Narrator: Henry Fonda. New York, New York (241 East 34th Street 10016): Sterling Films, 1975. Cost: $500.

RR The Long Road Home (16 mm film - 27 minutes). Tulsa, Oklahoma (1006 South Indianapolis 74136): Lodestar Films, 1975. Cost: $375.

V. Attachments

(Listed according to order of identification in the Guide)

*SS "This Earth is Sacred."

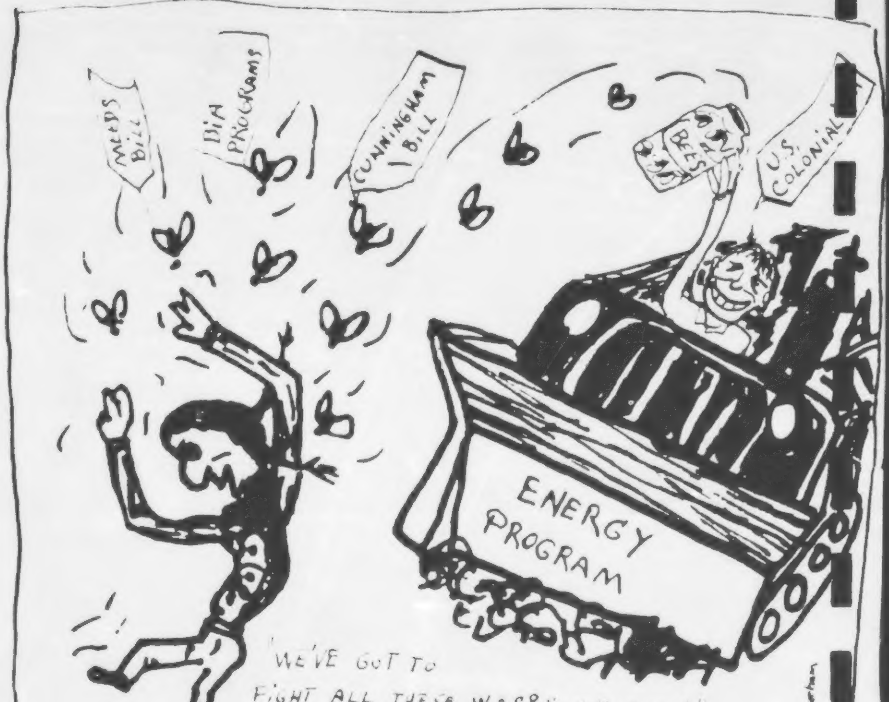
*UU "The Longest Walk."

*VV "Distraction: Another U.S. Tactic."

Distraction: Another U.S. Tactic

In the last few months there have been nine bills introduced in the Congress of the United States that directly affect Indians. One, introduced by a congressman named Cunningham, would terminate all Indian reservations and would abrogate all treaties made between Indian Nations and the United States. Others would seriously reduce water, fishing and hunting rights.

These bills have stirred controversy in many parts of Indian Country. There have been many different ideas expressed about how we should deal with this kind of an attack. What follows is the position of the International Indian Treaty Council, taken from decisions and documents from the three Treaty Conferences held since 1974.



THERE WILL ALWAYS BE GOVERNMENTS TRICKS TO KEEP US FROM TAKING CARE OF BUSINESS

At the founding conference of the International Indian Treaty Council in 1974 there was a lot of discussion on how we would deal with the constant problem of U.S. congressional acts and laws. We asked ourselves first: What new act would possibly be more destructive to us than the 1871 Appropriation Act which states that the U.S. would no longer consider us as nations of people? Every action of U.S. Indian policy is now based on that act and has brought us nothing but sorrow. Then we asked ourselves what law or act has done us any good at all. The answer was: None. They have all be destructive to us.

At that 1974 conference we said very clearly and in unity that it is absurd for a colonized people to look to their colonizer for justice. We said very strongly that we would look to ourselves to gain our freedom and then to international help and help from oppressed Americans in that struggle for freedom.

Many Indian people, especially elders, stood up and said we must no longer go to courts or to congress and beg for justice. It was obvious to us — and still is — that the U.S. government is out to destroy us and take our land. We declared we would not fall into the trap of dealing with congress **or with congressional acts in any way.** We declared that, as nations and peoples, we would deal with the U.S. only through its State Department.

The Treaty Council has consistently taken that position. Congressional acts, public laws, BIA policies and regulations are all tricks to keep us from dealing with our real issue: Freeing ourselves from colonization. We said and still say that it does not matter to us what congress does because we know it will be **against** us. We know that our job is to get ourselves together and **take** control of our lands and of our lives.

We think the Cunningham Bill is a trick. The Bill is a trick to take our attention away. It is not even written well enough to be considered as a congressional bill. The Cunningham bill has no chance of passing just because it isn't written right to **be a bill.**

Some people say, "Well, maybe that't true, but Lloyd Meeds or somebody will come up with a bill that is written right and it will pass." The Treaty Council says, "So what?" The state of South Dakota just took over half the Rosebud reservation. Are the Rosebud people supposed to say, "We got to fight the Cunningham Bill because if it passes they'll take away the other half?" Or the Navajo reservation which is being destroyed by strip mining, pollution, and erosion. Are they supposed to fight some congressional bill because otherwise they might be **double** destro ed? It's like putting your attention swatting flies when a bulldozer is coming right at you. The bulldozer is the whol colonial policy of the U.S. government.

In 1976, the Treaty Council at Yankto declared that one of our major priorities is to gain control of our land and resource We said that one of the ways we w achieve that is by "exposing the fraud lent and corrupt lawyers, tribal chairmen, and BIA and other government officia who serve as instruments in the theft a destruction of our natural resources" a by "exposing corporate and government collusion in the theft of our resource especially the multi-national corpor tions."

Here we are today, on the brink of total destruction through what the corporation are doing to our lands. Those mult national energy outfits, mining and timb companies are behind every congressional act against Indian people. They are th ones who are the immediate danger. President Carter has a plan for an energy department which is a plan for the corporations to steal the last of our resources and destroy the last of our land with official government enforcement. The energy plan that Carter is pushing calls for an army under the energy department. That army would move on us whenever the corporations decided it was necessary.

A real part of that danger is that so many so-called Indian leaders, such as the leadership of the NCAI and the NTCA and others are misleading Indian people and playing right into the hands of the multi-national corporations.

We must keep in mind that it is the loss of land and resources that has decreased our sovereignty. Without a land base we die as peoples. We can reverse this by fighting for restoration of land and control over our land and resources. We are involved in a land struggle, not just an enforcement of treaties. We must take the offensive and not fight defensively. Rather than fighting congressional bills which seek to lock us into a defensive postion, we must raise our demands and organize both the American public and the international community to support these demands.

There are a number of demands we could raise: First we should demand to be paid for past losses in **Land** instead of money.

Land must be added to existing reservations.

Land must be provided to those Indian peoples who have no land base.

A land base must be created for Indian peoples who are becoming extinct.

All decisions concerning the exploitation and use of all natural resources, including water, must be made by Indian people concerned, through their true representatives. The U.S. must deal with the legitimate representatives of the people.

All matters concerning Indians on their land base must be made by their own people. The U.S. has no criminal or civil jurisdiction on Indian land. The U.S. and state governments may not tax nor interfere in any way with the internal matters of Indian people. Indian people arrested off Indian land may be extradited to their own people for trial.

And, the U.S. government must be required to provide reparations: financial aid, technical assistance, medical and educational facilities, obligations it has made through treaties, agreements and congressional acts, without strings or guidelines, to be administered by Indian people themselves, according to their own traditions and lifestyes.

These are the kinds of demands we must raise in response to the Cunningham Bill or any other attack.

The hard work of organizing ourselves to control our own land is much more important even though it is more difficult than organizing short-term sentiment around threatening congressional acts which just serve to divert our energy and purpose.

The **emergency** issues before us today are death, poverty, and disease, sterilization, child-snatching, Church and BIA brainwashing in schools, murder and repression by police and FBI. Yet, Indian people are being pressured to drop everything to try to get congress to not pass a bill that was really passed in 1871. The U.S. would like nothing better than for us to fall into this trap.

More important, here we are on the brink of really getting ourselves together as a **liberation** movement, and of getting some solid international support and mass support in this country. Yet, some people want us to drop all that work which will really get us somewhere and go back to twenty years ago and a dead-end fight with congress.

We have a chance now, for the first time this century, to really get together and make real progress. Why should we go back to congress to say, "Don't do this new act to us,"? Let's work on what we have to do. ☐

Marie Sanchez, from the Northern Cheyenne Reservation in Montana, in the CuChi Tunnels, former liberation army headquarters outside Ho Chi Minh City [previously Saigon].

She returned from her trip to Vietnam in late December and in next month's issue she will report on her impressions of the Vietnamese people and the nation they are rebuilding.

Reprinted by permission of Treaty Council News.

WOMEN IN UNITED STATES HISTORY

Introduction

This curriculum strand is intended only as a beginning in its efforts to describe the role of women in United States history. (The outline, content, and suggested bibliography represents only a small portion of the information and material available.)

To note the contributions of one woman to the exclusion of others does not necessarily indicate her greater importance to other women, society, or American history, but rather a recognition of her contribution as noted by a number of people. Unquestionably a list of successful, competent, effective, contributing women could be endless. Consequently the resources and information on women provided here is by no means intended to be all inclusive.

Teaching about women in United States history must be more than a series of individual profiles. The social, political, and economic status of women during each period of history must be emphasized so that the changes in trends toward acceptance, rejection, success, or failure of the movement to obtain equality under the law can be noted.

A cursory glance at United States history textbooks readily indicates the need to supplement most books if women are to be included. It is hoped that the contribution, role, and status of women in United States history will become an integral part of the history curriculum and not just left to individual student projects.

The role of women in United States history not only is a story that needs telling, but it is also a fascinating reflection of all American history.

WOMEN IN UNITED STATES HISTORY

Semester Activities

1. Chart the changes in the legal, and/or social, and/or economic status of women. Note increases and decreases in freedom of action, educational and professional opportunities, and rights governed by laws. Examine historical situations that accounted for such changes. Were other groups similarly affected? Explain.

2. Compare and contrast the different periods of struggle for equality. Analyze positions, priorities, tactics, public support, effectiveness, etc. (For example - feminist activity before the Civil War, the suffrage movement, and the feminist movement today.)

3. Conduct a panel forum of several women's rights advocates from the 1600's to present. Have them discuss their views and exchange ideas.

4. Using Susan Brownmiller's study of rape, Against Our Will, research the role of rape as a weapon of war. Develop an historical perception from the early conflicts of Indians vs. whites, through slavery to present time. Use additional material to supplement your research. Study each war and the use of rape by both sides. What indications do you find of societal values, contradictions, and expectations? Why this crime? Suggest reasons why rape, especially as a national weapon, has not been discussed in history books.

5. Design a visual chart depicting the progress and regression of women over the last 300 years in their struggle for equality.

6. Select a person from a particular period in history. Research thoroughly. Report on that individual's background, training and skills, accomplishments, obstacles, views, etc. Include historical context.

WOMEN IN UNITED STATES HISTORY

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. Economic Status. The contrast between law and custom of female subordination and the need for women's labor resulted in greater economic opportunities. They were involved in a variety of businesses, trades, and ownership and management of large estates and plantations. A. Margaret Brent - plantation manager and lawyer B. Eliza Lucas Pinckney (1722-1793) - manager of three plantations II. Social Status. There were clearly defined restraints on extent of education, marriage, legal rights, religion, and position in the community. A. Ann Hutchinson - defender of religious liberty, refused to accept traditional role of women in religion. She was persecuted and expelled from the Massachusetts Bay Colony. B. Salem Witch Trials, 1692. 1. Most witnesses and victims were women. Those who conducted the trials were men. 2. Women were viewed as inherently sinful.	Questions and ideas for class discussion, individual or group research, role playing, and/or projects. I. Examine the contradiction between the socially accepted role of women and their actual participation in the work force. Why did the economic need have greater force than the social convention? How would an increase in the labor force have changed this situation? II. Make a list of the traditional activities of "women's work" during the colonial period. What kind of mental and physical characteristics would these women have had to possess to accomplish these tasks? III. Use the story of Ann Hutchinson as a case study to show: (1) the position of women in the 1600's, (2) the role of organized religion in subordinating the position of women, (3) the political power of organized religion in the colonial community, and (4) the need for basic legal rights as later developed in the Constitution as the Bill of Rights. IV. Research and prepare a report on Margaret Brent and/or Eliza Pinckney. Describe the extent of their responsibilities, activities, and contributions to the economic life of the community. V. Discuss the role of the religious view of woman as inherently sinful in the Salem witch trials. Suggest reasons why women opposed women. VI. Select a family member and write a diary in which you describe colonial life, roles of other family members, and plans for the future.

Concepts, People, and Events	Teaching/Learning Activities and Media
	*Recommended Readings: The Woman in American History, Chaps. 1 & 2 Women in American History, Chap. 1 Century of Struggle, Chap. 1 We, The American Women, Chap. 1 Born Female, Chap. 2 The American Woman: Who Will She Be? Prologue Up From the Pedestal, Selected Writings in the History of American Feminism, Part 1, Chap. 1 Remember the Ladies, "The Puritan Lesson" *Filmstrips and Films: Women in American History, Part 1, "The Colonies" Women's Work America: 1620-1920, Part 1 MPS #11680 Profiles in Courage, Set 1, Ann Hutchinson MPS #26691 The Witches of Salem - Horror and the Hope * Recommended readings, filmstrips, and films are listed in the bibliography at the end of this unit.

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events

I. Restriction on Legal Rights

   A. According to Blackstone's Commentaries on the Law of England, 1768, a married woman was not a legal person and, therefore, could not own or inherit property, be the guardian of her children, sign a contract, sue in court, or vote.

   B. Declaration of Independence declared " ... all men are created equal." 1776

II. Role of Women During the War - War Effort and Support at Home

   A. Margaret "Captain Molly" Corbin - wounded at Fort Washington. She was recognized by the Continental Congress for her courage.

   B. Mary Ludwig Hayes (Molly Pitcher) - fought at the Battle of Monmouth.

   C. Sybil Ludington - rode 40 miles to mobilize troops as British were attacking the town of Danbury, Connecticut. (The ride was longer and as dangerous as Paul Revere's.) April 26, 1777

III. Women of the Revolutionary Era:

   A. Abigail Adams - well-known feminist.

   B. Mercy Otis Warren - prominent intellectual. She wrote the first history of American Revolution.

Teaching/Learning Activities and Media

Questions and ideas for class discussion, individual or group research, role playing, and/or projects.

I. Contrast the lofty ideals of the Declaration of Independence ("All men are created equal ... unalienable rights") and the patriot's cause ("No taxation without representation") with the legal position of women.

II. Using the arguments set forth by the patriot leaders, write a persuasive argument for equal rights for women.

III. List the contributions of American women to the war effort. Separate them into two categories - those directly involved in the war (fighting, spying, smuggling, ...) and those of a supportive nature (raising money, supplies, ...).

IV. Read the famous letter from Abigail Adams to her husband, John, in which she asks him to "remember the ladies." Why was he in a position to do this? What was his response? What do you think was her reasoning for requesting this? Explain.

Recommended Readings:

Dr. Linda DePauw. Ms. Vol. 3, pp. 51-56, July, 1974. "The Forgotten Spirit of '76, Women of the Revolutionary Era."

Blackstone, William. Commentaries on the Law of England, 1765-69. Dobbs Ferry, New York: Oceana Publications, 1966
Book I: Chaps. 14-16
Book II: Chap. 29
Book III: Chaps. 7-8
Book IV: Chaps. 4, 6, 13, 14

The Woman in American History, Chap. 2

Women in American History, Chap. 2

Century of Struggle, Chap. 1

Concepts, People, and Events	Teaching/Learning Activities and Media
C. Mary Katherine Goddard (1738-1816) - typesetter. She printed the Declaration of Independence and was the nation's first postmistress. D. Phyllis Wheatley - American slave born in Africa. She was an accomplished poet. E. Others included: Deborah Sampson Gannett, Nancy Ward, Molly Brant, Margaret Corchran, Judith Sargent Stevens Murray, Anna Zenger	*We, The American Women*, Chap. 2 *Born Female*, Chap. 2 *The American Woman: Who Will She Be?* Prologue, p. 7 *Feminism: The Essential Historical Writings*, Part 1 *Up From the Pedestal - Selected Writings in the History of American Feminism*, Part 1, Chap. 1 *Voices from Women's Liberation*, Part 1 *Filmstrips and Films*: *Women in American History*, Part 1, "The Colonies" MPS #28353 *Decades of Decision: Mary Kate's War*

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. Development of social codes (began at end of Revolutionary Period) which defined a lady's "proper sphere," continued to restrict opportunities of women.	Suggestions for class discussions, student research, role playing, etc. I. Why did the social codes restrict opportunities for women?
II. As professions became licensed, women were denied previously held jobs.	II. What benefits did the "new nation", with freedom from British rule and the establishment of a constitution with a bill of rights, pass on to women?
III. Industrial Revolution took women out of the home. This began factory exploitation, separation of jobs and salaries into male and female, and increased class distinctions.	III. How were American women rewarded for their important role in the Revolutionary War?
IV. Women in Frontier America, continuing many of the roles of colonial women, were not as restricted by the social codes and industrialization. A. Ann Bailey (1742-1825) - scout and messenger. She was skilled at shooting, horsemanship, and woodcrafting. B. Sacajawea (Shoshoni) - part of Lewis and Clark expedition to the Pacific Coast, 1804-1806.	IV. Use the field of medicine as a case study and trace the role of women from monopoly to exclusion. Suggest reasons for these changes. What is the role of women in modern medicine? Are there any similar situations today? V. List the economic and social consequences of the movement of women from the home to the factory. VI. Compare and contrast the lives of pioneer women, factory women, slave women, and plantation mistresses. Research: - their living conditions - their responsibilities in the home - the kind of physical labor they were expected to do - their protection as "feminine" objects - their clothes - their entertainment - their possibilities for education
V. Women of Period: A. Mary Wollstonecraft (1759-1797) - published feminist statement, Vindication of the Rights of Women in England. B. Elizabeth Bayley Seton (1774-1821) - founded Catholic education. C. Catherine Ferguson - ex-slave. She began school for poor children.	Recommended Readings: Women in American History, Chap. 2 Century of Struggle, Chap. 1 We, The American Women, Chaps. 3 & 4 Born Female, Chap. 2

Concepts, People, and Events	Teaching/Learning Activities and Media
	The American Woman: Who Will She Be? Prologue, p. 7 *Feminism: The Essential Historical Writings*, Part 1 Howard, Harold F. *Sacajawea*. Norman, Oklahoma: University of Oklahoma Press, 1971. *Voices From Women's Liberation*, Part 1 Wollstonecraft, Mary. *Vindication of the Rights of Women*. Cincinnati, Ohio: Collectors Editions, Limited distributed by Van Nostrand Reinhold Company, 1971. Flexner, Eleanor. *Mary Wollstonecraft*. New York, New York: Coward, McCann and Geoghegan, Incorporated, 1972.

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events

I. Educational opportunities expanded as education for women was advocated and schools established.

  A. Emma Hart Willard (1787-1870) - established the first institution in the United States to provide full high school education for young women.

  B. Mary Lyon (1797-1849) - founded Mount Holyoke Seminary in Massachusetts.

  C. Other educators included Frances Wright, Catherine Beecher, Prudence Crandall, and Sarah Douglass.

II. The exclusion of women from the professions, with the exception of nursing, education, and writing, continued with few exceptions.

  A. Elizabeth Blackwell - first woman to graduate from an American medical school, 1849.

  B. Maria Mitchell - astronomer, discovered a comet. She was elected to the American Academy of Sciences and was a professor at Vassar College.

  C. Public demand for stories, novels, and magazines provided limited opportunities for women writers. These included:

    Sarah Josepha Hale
    Lydia Maria Child
    Louisa May Alcott
    Jane Swisshelm
    Frances Trollope

Teaching/Learning Activities and Media

I. In what way were institutions of higher learning for women contradictory of the accepted social role of women?

II. What was the effect on American women of denied access to education for generations coupled with the prevalent theory of female intellectual inferiority? Was that situation unique to American women?

III. Make a list of acceptable occupations for women in the early to mid-1800's. Then make a list of "socially" unacceptable occupations for women. Make some judgments about salaries, working conditions, and opportunities for financial and career advancement. What does this tell you about the role of women in this period?

IV. Study the content of the writings in the early to mid-1800's. Can you determine and identify trends, themes, and consensus? Do a character study of one of the writers. Be sure to include all the facets and concerns of the writer's talent and works.

V. How did conditions in industry and a desire to change them lead to a push for women's rights?

VI. Consider, then compare, the legal, social, and economic positions of women in the North and South, Black and White.

VII. Read "Slavery" in Chapter 5, Against Our Will. Discuss the abuse of slave women. What effect did it have on the community?

VIII. Why was the temperance movement so strongly supported in the early to mid-1800's? How did this concern relate to the struggle for women's rights?

IX. What political skills did women learn during the abolition movement that aided them later in their own movement?

X. Discuss the contradiction between a movement to free slaves and a restriction on the role women could play.

Concepts, People, and Events

III. Conditions in industry, such as long hours and increased division among women by class, resulted in trends to organize.

IV. The economic and social position of southern women was different from that of the North.

- A. Plantation mistresses
- B. Slave women
- C. Harriet Tubman (1820-1913), "Black Moses," led slaves to freedom as conductor of the "Underground Railroad."
- D. Frances Kemble - British acresss. She married a plantation owner and wrote of the abuses of female slaves.

V. Reform movements in the North led to beginnings of women's rights movement.

- A. Susan B. Anthony organized the first woman's state temperance society in America. In 1856, she assumed an active part in American Anti-Slavery Society.
- B. Dorothea Dix (1802-1889)- campaigned for prison reform and treatment for the insane.
- C. Women became an effective force in the abolitionist movement.
  - 1. By 1840, half of the anti-slavery groups were women.
  - 2. The anti-slavery movement split over the issue of women's involvement.

Teaching/Learning Activities and Media

XI. Gerda Lerner stated in reference to the anti-slavery women, "the subsequent history of feminism in America was destined to flow from their work." What did she mean? Explain.

XII. Research the Seneca Falls Convention. Why were the women there? What were their main concerns? What did the "Declaration of Principles" include? What was the delegate reaction to the suffrage demand? Explain.

XIII. Discuss the impact these conferences had on women who had begun to question the "social order."

XIV. Read Lucy Stone's marriage ceremony. Why was it considered so controversial? Would it be controversial today?

XV. Research the legal situation of a woman maintaining her name after marriage in your state.

XVI. Which of the Seneca Falls demands have been met as of today?

XVII. Study the writings of the Grimke sisters. How did they compare abolition and women's rights?

XVIII. Role play. Form a panel of feminist abolitionists and have each take a different person. Discuss issues and views on the reform movements.

XIX. Re-enact Sojourner Truth's dramatic "Ain't I a Woman" speech. What was her point? Are those arguments still around today? Explain.

Recommended Readings:

The Woman in American History, Chaps. 3, 4, 5, 6, 7

Women in American History, Chaps. 2, 3, 4

Concepts, People, and Events	Teaching/Learning Activities and Media
3. Women learned important techniques of public speaking and political organization.	*Century of Struggle*, Chaps. 2, 3, 4, 5, 6 *We, The American Women*, Chaps. 4 & 5 *Born Female*, Chap. 2
4. Most women abolitionists were also feminists. They began to realize that they needed greater rights (public speaking, voting, etc.) as women in order to become effective reformers. Thus, the movement for equal rights for women began.	*The American Woman: Who Will She Be?* Prologue, p. 7 *Feminism: The Essential Historical Writings*, Parts II and III *Up From the Pedestal - Selected Writings in the History of American Feminism*, Part I, Chaps. 2 & 3 Part II, Chaps. 1, 2, 3, 5 Part III, Chaps. 1, 2, 4 *Voices From Women's Liberation*, Part I
D. The women's rights movement developed as women saw the need for basic legal rights in order to gain political, economic, and social equality.	Kemble, Frances A. *Journal of a Residence on a Georgian Plantation in 1838-1839*. Westminster, Maryland: Alfred A. Knopf, 1961. Fuller, Margaret. *Woman in the 19th Century*. New York, New York: Norton Publishers, Incorporated, 1971.
1. July 19, 1848 - Seneca Falls Convention. This was the beginning of the organized women's rights movement in America.	Grimke, Sarah M. *Letters on the Equality of the Sexes and Conditions of Women*. New York, New York: Burt Franklin Publishers, distributed by Lenox Hill Publishing and Distributing Corporation, 1970.
2. 1849 - Married Women's Property Act granted right to own property, New York.	Lerner, Gerda. *The Grimke Sisters from South Carolina: Rebels Against Slavery*. Boston, Massachusetts: Houghton Mifflin Company, 1967.
3. Public questioning of "social order" of the role of women.	Truth, Sojourner. *Narrative of Sojourner Truth*. New York, New York: Arno Press, 1968.
a. Publications of Margaret Fuller and the Grimke sisters	Bradford, Sarah. *Harriet Tubman: The Moses of Her People*. Gloucester, Massachusetts: Peter Smith Publishers, Incorporated.
b. Lucy Stone's marriage ceremony	Lutz, Alma. *Created Equal, A Biography of Elizabeth Cady Stanton*. New York, New York: Octagon Books, 1973.

Concepts, People, and Events	Teaching/Learning Activities and Media
E. Feminists and Abolitionists: 1. Lucretia Mott (1793-1880), founded the Philadelphia Female Anti-Slavery Society and was an organizer of women's rights movement. 2. Sarah (1792-1873) and Angelina (1805-1879) Grimke - first women to speak out against slavery in public meeting halls. They argued for legal and social rights of women; refused to disassociate women's rights from abolition. 3. Margaret Fuller (1810-1850) - writer, reporter, literary critic. She asserted the equality of women was due to their equal intellectual abilities. 4. Harriet Beecher Stowe (1811-1896) - writer, *Uncle Tom's Cabin* (1852) 5. Sojourner Truth (1797-1883) - ex-slave. She was a powerful speaker against slavery and for women's rights. 6. Lucy Stone (1818-1893) - lecturer for the American Anti-Slavery Society; unique marriage ceremony protested against laws restricting women.	Filmstrips and Films: *Women's Work America: 1620-1920*, Part II *Women in American History*, Part III, "Slavery and Suffrage" MPS #11700 *Profiles in Courage, Set 3, Prudence Crandall* MPS #24641 *You are There Series: Harriet Tubman and the Underground Railroad* MPS #12290 *Susan B. Anthony*

Concepts, People, and Events	Teaching/Learning Activities and Media
7. Elizabeth Cady Stanton (1815-1902) - creative writer and speaker. She set up Seneca Falls Convention and presented suffrage resolution and continued in the suffrage movement.	
8. Susan B. Anthony (1820-1906) - active in temperance, abolition, and women's suffrage. She later became the main organizer and strength of suffrage movement.	

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861-1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. Role of Women During the Civil War - War Effort and Support at Home A. Harriet Tubman - spy and scout B. Sarah Emma Edmonds - Union soldier, nurse, spy, and courier C. Anna Ella Carroll - Union political pamphleteer. She devised a strategic plan for General Grant's campaign in Tennessee. She was never recognized for her contributions. D. Dorothea Dix - director of Union army's nursing service E. Clara Barton advocated better treatment for the wounded, organized the training of nurses, and established the International and American Red Cross. F. Dr. Mary Walker, physician, won the Congressional Medal of Honor. G. Women entered jobs in factories, government, and became managers of farms and plantations. H. The struggle for women's rights was suspended during the war. II. The 14th Amendment guaranteed suffrage to "male" citizens, thereby intentionally denying that right to women. III. There was a split in women's rights movement over Black vs. women suffrage.	I. List the contributions of American women to the war effort. Separate them into two categories - those directly involved in the war and those of a supportive nature. II. Review the military strategy of the western campaign. What role did Anna Ella Carroll play? Suggest reasons why she was never recognized for her contributions. III. What were the economic reasons that women were able to make great inroads during the war in the fields of nursing, teaching, retail trades, skilled trades, as well as other non-traditional jobs? Were any social reasons involved? Do any of these economic and social reasons exist today? What are the effects? IV. Suggest reasons why women suspended the struggle, though not the commitment, during the war. Do you think that was fair? Explain. V. The 14th Amendment was considered by the feminists an infuriating setback in their struggle for equal rights. Evaluate the role of male abolitionists in deliberately denying women their rights. Suggest reasons for their behavior. VI. Research the views and methods of each group (NWSA and AWSA). Which, do you think, was better suited to the time? Explain. VII. Research and explain the historical reasons for professional gains in nursing and education. Compare these gains with the situation at the end of the American Revolution. Recommended Readings: The Woman in American History, Chaps. 8 & 9 Women in American History, Chaps. 5, 6, 7

Concepts, People, and Events	Teaching/Learning Activities and Media
A. National Woman Suffrage Association was founded by Susan B. Anthony and Elizabeth Cady Stanton to obtain constitutional amendment on women's suffrage and to discuss women's issues. B. American Women's Suffrage Association emphasized state lobbying and avoided controversial issues. IV. Women made gains as a result of the Civil War, especially in nursing and education. V. Other women of the period included Rose O'Neal Greenhow, Belle Boyd, Pauline Cushman, Julia Ward Howe, Sally Tompkins, Mary Bickerdyke, Annie Wittenmyer, Josephine Griffing, and Anna E. Dickinson.	Century of Struggle, Chaps. 7 & 8 We, The American Women, Chap. 6 Born Female, Chap. 2 The American Woman: Who Will She Be? Prologue, p. 7 Voices From Women's Liberation, Part 1 Massey, Mary E. Bonnet Brigades. New York, New York: Alfred Knopf, 1966. Pryor, Mrs. Roger. Reminiscences of Peace and War. Plainview, New York: Books for Libraries, Incorporated, 1908. Filmstrips: Women's Work America: 1620-1920, Part 3

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events

I. Reform movements continue.

- A. 1874 - Women's Christian Temperance Union formed. Frances Willard, President, argued that to control liquor you must control legislation. Thus, temperance was linked to suffrage.
- B. Women's Rights Movement.
  - 1. 1872 - Trial of Susan B. Anthony for voting
  - 2. 1875 - Minor vs. Happersett. U.S. Supreme Court ruled states could withhold right to vote.
  - 3. Suffrage victories in western states of Wyoming, Utah, Colorado, and Idaho
    - Ester Morris
    - Abigail Scott Duniway
  - 4. NWSA and AWSA merge into National American Woman Suffrage Association.

II. Women of the period included:

- A. Charlotte Ray - first Black woman lawyer
- B. Belva Lockwood - first woman to be admitted to practice before U.S. Supreme Court
- C. Dr. Anna Howard Shaw - minister, then doctor
- D. Mary Baker Eddy (1821-1910) - founded the Church of Christ, Scientist

Teaching/Learning Activities and Media

I. Report on the change in the temperance movement effected by Frances Willard. What were her motivations and objectives for temperance? What were her views on suffrage?

II. Read the transcript of the Susan B. Anthony trial. What contradictions were there to the Bill of Rights? Did she receive a fair trial? Explain. Indicate the societal values and legal customs (not laws) that are evidenced by the proceedings. Re-enact the trial (portion). Are there similar trials today? Explain.

III. Examine the unique role of the West in the struggle for equal rights for women. Report on the factors involved, effective campaigns, and important women. Include the legal, social, and economic role of western women.

IV. Read portions of the Woodhull and Claflin's Weekly. Examine the reasons why it was considered controversial. Would it be controversial today? Explain.

Recommended Readings:

The Woman in American History, Chaps. 9, 10, 11, 12

Women in American History, Chaps. 6 & 7

Century of Struggle, Chaps. 10, 11, 12

We, The American Women, Chap. 7

Born Female, Chap. 2

The American Woman: Who Will She Be? Prologue, p. 7

Feminism: The Essential Historical Writings, Part III

Concepts, People, and Events	Teaching/Learning Activities and Media
E. Also included: Carrie Nation, Mary Livermore, Mary McDowell, Erminnie Smith, Fannie Barrier Williams, Myra Blackwell, Victoria Woodhull, Tennessee Chaflin, Emily Dickinson, Annie Oakley, Calamity Jane, Belle Starr	Up From the Pedestal - Selected Writings in the History of American Feminism Part II, Chaps. 2, 4, 5 Part III, Chaps. 2 & 4 Burnham, Sophy and Janet Knight. Ms., I November 1972, pp. 99-102. "The U.S. vs. Susan B. Anthony." Schneir, Miriam. Ms., I September, 1972, pp. 84-89. "The Woman Who Ran for President in 1872." Rolvaag, Ole E. Giants in the Earth. Scranton, Pennsylvania: Harper and Row Publishers, Incorporated, 1965. Filmstrips and Films: Women's Work America: 1620-1920, Part IV MPS #12290 Susan B. Anthony MPS #24651 You Are There Series: Trial of Susan B. Anthony

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events

I. Reform Movements Peak

  A. Temperance. January, 1919, 18th Amendment, prohibition adopted

  B. Suffrage Movement Achieves Its Goal.

    1. New tactics of avoiding controversy discouraged participation by idealistic radical wing. Alice Paul (1885-1977) - militant feminist, organized protest marches and public addresses. She was influenced by Pankhursts' English protest.

    2. As original leaders die (Stone, Stanton, Anthony), the organization becomes more conservative and politically opportunist.

    3. World War I - movement splits into radical (Paul and Burns) and moderate (Catt and Shaw). Radicals are jailed and tortured in Occoquan Workhouse, Virginia, for protest marches.

    4. Passage of Susan B. Anthony (19th) Amendment, 1920.

  C. Women organize into labor unions.

    1. Knights of Labor - first union to enroll women on equal basis.

Teaching/Learning Activities and Media

I. Compare the tactics of the suffrage movement with those of the recent (1) civil rights movement, (2) student movement, and (3) women's movement.

II. Research the contributions of Alice Paul. Discuss her role as "fanatic" in forcing a conservative organization into action. What comparisons can be made to recent events?

III. Study and report on the political considerations involved in the overtones of racism and nativism found in the suffrage movement.

IV. Discuss the moral implications of the imprisonment and torture of militant feminists (1) during a war to "make the world safe for democracy," (2) in terms of the then current laws, as well as the Bill of Rights, (3) the silence on the part of Catt and the more conservative feminists, and (4) in terms of the coverage, or lack of it, in history books.

V. Debate the 19th Amendment using role playing to include the various interested parties such as feminist, brewer, southern senator, etc.

VI. Research and explain President Woodrow Wilson's role in passage of the 19th Amendment. Suggest reasons for his actions.

VII. Simulate the activities of a union organizer in the late 1800's. Try to convince the men and women in a factory or mill to go out on strike. Outline the reasons why they should strike. Give a persuasive and logical speech convincing them that they should strike.

VIII. What was the position of the immigrant women in industrialization?

Concepts, People, and Events

2. "Mother Jones," Mary Harris Jones - organizer for Knights of Labor and United Mineworkers
3. Ella Reeve Bloor and Elizabeth Gurley Flynn - radical unionists allied with socialism, then communism
4. 1908, Muller vs. Oregon. U.S. Supreme Court ruled states could reduce work hours of women.
5. 1909-1913, Government Workers' strikes forces public to recognize the conditions of sweat shop labor.

D. Reformers:

1. Jane Addams and Lillian Wald established settlement houses.
2. Ida Wells Barnett crusaded against lynching.
3. Mary Church Terrell - active in civil rights and women's rights movement
4. Margaret Sanger - advocated right to birth control.
5. Others include: Mary McLeod Bethune, Ida M. Tarbell, Saint Francis Xavier Cabrini

II. The "New Woman" of the roaring twenties - change in dress, behavior, professions, and attitudes

Teaching/Learning Activities and Media

IX. Elizabeth Gurley Flynn worked to ensure that women would play a full role in the union struggle. During the 1912 strike she pointed out, "The women worked in the mills for lower pay and in addition had all the housework and care of the children. The old world attitude of men as 'lord and master' was strong, at the end of the day's work . . . or now of strike duty . . . the man went home and sat at ease while his wife did all the work, preparing the meal, cleaning the house, etc. There was considerable male opposition to women going to meetings and marching on the picket line. We resolutely set out to combat these notions." Examine this statement. What are these notions she refers to? What were the contradictions between the role of the striking women and the notions? What does this tell you about the role of women at this time?

X. Research Margaret Sanger's crusade for birth control. How does her demand that women have the right to control their bodies compare with feminist demands today? In what way are their methods similar?

XI. Read portions of the reformers arguments. Discuss. Have conditions changed? Explain.

Recommended Readings:

The Woman in American History, Chaps. 10, 11, 12, 13

Women in American History, Chaps. 6, 7, 8, 9, 10, 11

Women in Modern America, Chaps. 1, 2, 3, 4

We, The American Women, Chaps. 7, 8, 9

Born Female, Chap. 2

Concepts, People, and Events	Teaching/Learning Activities and Media
III. Other women of the period included: Gertrude Ederle, Marie Curie, Maggie Lena Walker, Dr. Florence Rhena Sabin, Willa Cather, Edna St. Vincent Millay.	*The American Woman: Who Will She Be?* Prologue, p. 7
	Feminism: The Essential Historical Writings, Part V
	Up From the Pedestal - Selected Writings in the History of American Feminism Part II, Chaps. 1, 2, 4, 5 Part III, Chaps. 2, 3, 5, 6 Part IV, Chap. 2
	Kazantzis, Judith. *Women in Revolt, The Fight for Emancipation*. (Jackdaw Series #49) New York, New York: Grossman Publishers, Incorporated, distributed by Viking Press, 1968.
	Scott, Anne F. and Andrew M. Scott. *One Half the People: The Fight for Woman's Suffrage*. Philadelphia, Pennsylvania: J.B. Lippincott Company, 1975.
	Davis, Allen. *American Heroine: The Life and Legend of Jane Addams*. New York, New York: Oxford University Press, 1975.
	Kennedy, David M. *Birth Control in America: The Career of Margaret Sanger*. New Haven, Connecticut: Yale University Press, 1970.
	Filmstrips and Films:
	Women in American History, Part 4, "Reformers"
	Women's Work America: 1620-1920, Part IV
	MPS #11692 *Profiles in Courage, Set 2, Mary McDowell*
	MPS #11590 *Gertrude Stein: When This You See Remember Me*

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. World War I A. Role of women during the war B. Jobs open in government and heavy industry due to shortage of labor. C. Jeannette Rankin (1880-1973) - first Congresswoman - supported woman's suffrage. She was the only member of Congress to vote against both world wars. II. Women's groups, identified with communist activities, lost political influence. III. International Women: A. Isadora Duncan B. Alice Paul C. Lucy Burns D. Emma Goldman (Red Scare) E. Immigrant women, especially in labor movement F. Gertrude Stein G. Nellie Bly H. Amelia Earhart I. Charlotte Perkins Gilman	I. List the contributions of American women to the war effort. Separate them into two categories- those directly involved in the war and those of a supportive nature. II. Write an essay defining the contradictions of fighting a war to "make the world safe for democracy" and denying half the adult population the right to vote. Recommended Readings: Women in American History, Chaps. 10 & 11 We, The American Women, Chap. 9 Born Female, Chap. 2 The American Woman: Who Will She Be? Prologue, p. 7 Feminism: The Essential Historical Writings, Part IV, V Drinnon, Richard. Rebel in Paradise: A Biography of Emma Goldman. Scranton, Pennsylvania: Harper and Row Publishers, Incorporated, 1976. Filmstrips and Films: MPS #11692 Profiles in Courage, Set 2, Mary McDowell

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events

I. Depression had a conflicting effect on employment.
   A. Many married women were fired.
   B. Many women were employed because they could be paid less than men.
   C. There was a decline in professionalism.

II. Wagner Act, 1935, strengthened unions; women were encouraged to join.

III. Minimum wage laws often were not enforced by government or unions.

IV. Anna Eleanor Roosevelt (1884-1962) traveled extensively to investigate domestic conditions, lobbied for women's rights, and influenced Democrat Party to give greater representation to women.

V. Frances Perkins was Secretary of Labor during F. D. Roosevelt's administration.

VI. Women of the period included:
   A. Virginia Gildersleeve - President of Barnard College
   B. Mary Church Terrell - militant civil rights advocate
   C. Pearl Buck - novelist. She won the Nobel Prize for literature in 1938.
   D. Mary McLeod Bethune - educator. She was the first Black to head a federal agency; she was the Director of Negro Affairs of the National Youth Administration, 1936-44. She was also a special consultant to

Teaching/Learning Activities and Media

I. How is the position of women in the job market correlated with the supply of jobs and supply of labor?

II. Why was it "socially" necessary to re-establish the cult of the "woman's place is in the home" during the 30's?

III. Research and report on Anna Eleanor Roosevelt's contribution to American life. Include a discussion of her non-traditional role as the "President's wife."

Recommended Readings:

The Woman in American History, Chap. 14

Women in American History, Chap. 11

Women in Modern America, Chap. 5

We, The American Women, Chap. 10

Born Female, Chap. 2

The American Woman: Who Will She Be? Prologue, p. 7

Feminism: The Essential Historical Writings, Part V

Up From the Pedestal - Selected Writings in the History of American Feminism, Part IV, Chaps. 1 & 2

Mead, Margaret. Male and Female. New York, New York: Dell Publishing Company, Incorporated, 1968.

Roosevelt, Eleanor. The Autobiography of Eleanor Roosevelt. Scranton, Pennsylvania: Harper and Row Publishers, Incorporated, 1961.

Filmstrips:

Women in American History, Part 5, "The Artist"

Concepts, People, and Events	Teaching/Learning Activities and Media
President Franklin D. Roosevelt and special assistant to the Secretary of War in 1942. E. Margaret Higgins Sanger continued the struggle for women's right to birth control. F. Margaret Mead - anthropoligist G. Clare Booth Luce - feminist, author, and Congresswoman from Connecticut in 1943-47 H. Other women included: **Marianne Moore** **Amelia Earhart** **Aimee Semple McPherson** **Marian Anderson** **Ruth Benedict** **"Babe" Didrickson Zaharias** Jane C. Wright	

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. Role of women during World War II: A. Women filled "traditional" jobs in factories, construction, government, and transportation. 1. "Rosie, the Riveter" 2. Their presence in factories improved working conditions. B. Women entered professions, law and medical school, and armed forces.	I. List the contributions women made to the war effort. II. Trace women's participation in the work force from World War I to post World War II. Explain the contradictory "societal" commands that woman's place is in the factory/woman's place is in the home. How do you think this affected a working woman's chances of career and financial advancement, self-esteem, job security? Suggest reasons why women began to ignore "commands" and continued in the work force.
II. The war ended in 1945 and thousands of women were fired (again). III. Helen Gahagan Douglas, Congresswoman, attempted to get a Federal Equal Pay Act in 1945 and 1948.	Recommended Readings: The Woman in American History, Chap. 14 Women in American History, Chap. 12 Women in Modern America, Chap. 5 We, The American Women, Chap. 10 Born Female, Chap. 2 The American Woman: Who Will She Be? Prologue, p. 7 Feminism: The Essential Historical Writings, Part V Films: MPS #24637 You Are There Series: The Mystery of Amelia Earhart

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. 1950's - Emphasis returns to "ideal" woman as wife, mother, and homemaker; careers and professions were discouraged. II. 1960's A. Jobs, earnings, professional opportunities, organization are low. B. Rebirth of feminism 1. Betty Friedan's The Feminine Mystique 2. Civil Rights Act, 1964, VII prohibited sexual discrimination in employment. 3. Role of women in civil rights movement - (in relation to abolitionist - they realized they couldn't be effective until they achieved their own equality). 4. In 1966, the National Organization of Women was founded to combat social, economic, and legal inequalities. III. 1970's A. In 1972, the Equal Rights Amendment was adopted by Congress. 1. "Equality under the law shall not be denied or abridged on the basis of sex." 2. Ratification becomes difficult due to opposition from powerful lobbies - three more states needed (1978).	I. Examine magazines of the 50's (articles and advertisements). How did they promote the cult of the "ideal" woman? II. Read The Fifties, Chapter 6, pp. 147-181, "The Happy Home Corporation and Baby Factory." What does that explain about the expectations of women and for women in the 50's? III. Examine the school books used during the sixties. Note the role of women as conveyed in stories; the presence of women in textbooks such as history, science, and language. Draw some conclusions about the society the books reflect. Compare these books with today's text. Has there been any real change? Explain. IV. Read "Ladies Day in the House," Chapter 1 of Born Female. Report on the ironic manner in which prohibition of of sexual discrimination in employment became law. V. Research and write (or role play) a comparative study of the feminists/abolitionists and the feminists/civil rights advocate. Include a discussion of the need for reformers to have basic rights to be effective. How did these movements increase the struggle for women's rights? VI. Contact the local chapter of NOW for information. - Invite a speaker to discuss the organization's activities. - List the various areas, especially reform proposals, that NOW has been involved in during the last 11 years. - Interview representatives and report their opinions on the organization's successes, failures, and future goals. VII. Research the positions for and against the equal rights amendment. Attempt to resolve contradictions in the arguments.

Concepts, People, and Events

3. July 9, 1978. March on Washington to urge extension of ratification period.

4. Role of women in support of and opposition to ERA

B. Federal Legislation

1. Title IX, Education Amendments, Higher Education Act, prohibits sex discrimination in education.

2. Affirmative action programs

3. Federal contractors prohibited from sex discrimination

C. In 1972, Shirley Chisholm, Representative, New York, was a candidate for President. In the Democratic National Convention 40% of the delegates were women.

D. The legal status of women indicates the struggle for equality is not over.

1. U.S. Supreme Court rulings on abortion, military benefits, pregnancy provisions, employment opportunities

2. Controversy over legislation to limit funding of abortion and suggested abortion amendment

3. Reform movements continue in areas of abortion, divorce, credit, employment, battered women, ...

Teaching/Learning Activities and Media

VIII. Research the role of women against women in the struggle for equal rights. Why do women oppose their own equal rights? Who are their supporters? Compare this opposition with earlier struggles such as suffrage in the early 1900's and legal rights in the mid-1800's. Draw some conclusions.

IX. Study the U.S. Supreme Court decisions that involve sex discrimination. Why must the Supreme Court rule on each case individually? Note the changes over the last 20 years. Have the recent decisions been favorable to the feminist cause? What would account for the differences in decisions?

X. Compare the demands of modern feminists with those of the 1800's. What are the similiarities and the differences? Have the priorities changed? Explain.

XI. Invite women from a variety of once traditional "men's" fields to discuss their motivations, obstacles, experiences, and present job satisfaction (could include business, law, medicine, politics, science, trades, industry, etc.).

XII. Complete a student survey in your school to determine (1) the aspirations of young women, (2) the perceptions of young men as to what the aspirations should be, and (3) the perceptions of teachers, counselors, and administrators as to what those aspirations should be.

XIII. Select an individual or group of individuals such as young/old female or male, working woman, retired widower, etc. Describe the advantages equal rights would have for them directly and indirectly.

XIV. Do a study on working women, especially those that are also wives and mothers. What is expected of them? Describe the roles they are expected to fulfill. Is the same responsibility expected of the husband? of the Children? Explain.

Concepts, People, and Events	Teaching/Learning Activities and Media
E. Professional status and earnings are still low. F. Women are entering politics but their political status is disproportionately small. G. Social Status 1. Position of women is still restricted by traditional roles - education, family, career - with resistance to alternative choices 2. Benefits of equality include greater self-fulfillment plus options for women, more efficient use of human resources by U.S., and more flexibility and options for men when released from traditional male roles. IV. Women of period: A. Feminists - Betty Friedan, Kate Millett, Eleanor Holmes Norton, Simone de Beauvoir, Susan Luecke, Gloria Steinem, Aileen Hernandez B. Politics - Barbara Jordan, Virginia Mae Brown, Elizabeth Holtzman, Ella Grasso, Juanita Kreps, Patricia Roberts Harris, Bella Abzug, Margaret Chase Smith, ... C. Others include Katherine Graham, Joyce Carol Oates, Ruth Bader Ginsberg, Billie Jean King, Sarah Caldwell, Angela Davis, Madeline McWhinney, Althea Gibson	Recommended Readings: The Woman in American History, Chap. 14 Women in American History, Chap. 12 Women in Modern America, Chap. 6 We, The American Women, Chaps. 11 & 12 Born Female The American Woman: Who Will She Be? Prologue, p. 7 Up From the Pedestal - Selected Writings in the History of American Feminism, Part IV, Chaps. 1 & 2 Miller, D.T. and M. Nowak. The Fifties; the Way We Really Were. Garden City, New York: Doubleday and Company, Incorporated, 1977. Voices From Women's Liberation, Parts 2 & 3 Beauvoir, Simone de. The Second Sex. Westminster, Maryland: Alfred A. Knopf, Incorporated, 1953. Chisholm, Shirley. Unbought and Unbossed, An Autobiography. Boston, Massachusetts: Houghton-Mifflin Company, 1970. Friedan, Betty. The Feminine Mystique. New York, New York: Norton and Company, Incorporated, 1963. Guide to Federal Laws Prohibiting Sex Discrimination. Washington, D.C.: U.S. Commission on Civil Rights, 1974. Janeway, Elizabeth. Man's World, Woman's Place: A Study in Social Mythology. New York, New York: William Morrow and Company, Incorporated, 1971. Millet, Kate. Sexual Politics. New York, New York: Avon Books, 1971. The President's Commission on the Status of Women. American Women Washington, D.C.: Superintendent of Documents, 1963. Sexism in Education. Emma Willard Task Force on Education, 1972, Box 14229, Minneapolis, Minnesota 55414.

Concepts, People, and Events	Teaching/Learning Activities and Media
	Woman Power. A special issue of Manpower Magazine, Vol. 7, Number 11, November, 1975. U.S. Department of Labor, Manpower Administration, 601 D Street, Northwest, Washington, D.C. 20213 "Women Against Women, The Clamor Over Equal Rights," Saturday Review, June 25, 1977, pp. 6-13, 46. Filmstrips and Films: A Woman's Place, Part 3, "Myths" A Woman's Place, Part 4, "The Women's Movement" Women in American History, Part 6, "Crisis of Identity" Women, Unit II, "Business, Professions, and Politics, Breaking Job Traditions" MPS #64066 Screen News Digest, Vol. 15, The Struggle for Women's Rights MPS #11114 Bill of Rights in Action, Women's Rights MPS #11431 Women's Liberation MPS #11418 Human Image: Masculinity - Femininity MPS #13730 Prison Film, Still Living

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL (1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
I. Anna Eleanor Roosevelt was appointed to the United Nations General Assembly. She served as chairperson of the V.A. Commission on Human Rights from 1946 to 1953.	I. See Unit XI for additional teaching/learning activities and media.
II. Mary McLeod Bethune, a member of Commission for National Defense, was appointed by Harry S. Truman in 1951.	
III. See Unit XI for additional concepts, people, and events.	

BIBLIOGRAPHY OF WOMEN IN UNITED STATES HISTORY

I. Reading Resources

Banner, Lois W. *Women in Modern America: A Brief History*. New York, New York: Harcourt Brace Jovanovich, Incorporated, 1974.

Beard, Mary R. *Woman as Force in History*. New York, New York: Octagon Books, 1976.

Bird, Caroline. *Born Female*. New York, New York: David McKay, 1974.

Bird, Caroline. *Enterprising Women: Their Contribution to the American Economy, 1776-1976*. New York, New York: W.W. Norton and Company, 1976.

Brownmiller, Susan. *Against Our Will*. New York, New York: Simon and Schuster, Incorporated, 1975.

Cartwright, William H. and Richard L. Watson, Jr., Eds. *The Reinterpretation of American History and Culture*, pp. 151-163. Washington, D.C.: National Council for the Social Studies, 1973.

Chafe, William H. *The American Woman, Her Changing Social, Economic, and Political Roles, 1920-1970*. Fair Lawn, New Jersey: Oxford University Press, Incorporated, 1974.

Douglass, Emily Taft. *Remember the Ladies: The Story of Great Women Who Helped Shape America*. New York, New York: G.P. Putnam's Sons, 1966.

Flexner, Eleanor. *Century of Struggle: The Woman's Rights Movement in the United States*. Cambridge, Massachusetts: Harvard University Press, 1975.

Jacobs, William Jay. *Women in American History*. Altadena, California: Benziger Sisters Publishers, 1976.

James, Edward T. and Janet W. James, Eds. *Notable American Women, 1607-1950: A Biographical Dictionary*. (3 Vols.) Cambridge, Massachusetts: Harvard University Press, 1971.

Kraditor, Aileen S., Ed. *Up From the Pedestal: Selected Writings in the History of American Feminism*. Scranton, Pennsylvania: Quadrangle/The New York Times Company, distributed by Harper and Row, 1968.

Lerner, Gerda, Ed. *Black Women in White America*. Westminster, Maryland: Pantheon Books, Random House Incorporated, 1972.

Lerner, Gerda. *The Woman in American History*. Reading, Massachusetts: Addison-Wesley Publishing Company, Incorporated, 1971.

Millstein, Beth and Jeanne Bodin. *We, The American Women: A Documentary History*. Englewood, New Jersey: Jerome S. Ozer, Publisher, Incorporated, 1977.

Ms., New York, New York (370 Lexington Avenue 10017). July, 1972 to date.

New York Times - clippings on women's suffrage, September 18, 1851, to present.

Schneir, Miriam, Ed. *Feminism*. Westminster, Maryland: Random House, Incorporated, 1971.

Scott, Anne F., Ed. *The American Woman: Who Was She?* Englewood Cliffs, New Jersey: Prentice Hall, Incorporated, 1971.

Scott, Anne F. *The American Woman: Who Will She Be?* Encino, California: Glencoe Press, 1974.

Scott, Anne F. *The Southern Lady: From Pedestal to Politics, 1830-1930*. Chicago, Illinois: University of Chicago Press, 1970.

Scott, Anne F. *Women in American Life*. Boston, Massachusetts: Houghton Mifflin Company, 1970.

Sexism in Education. Emma Williard Task Force on Education, Minneapolis, Minnesota, 1972.

Tanner, Leslie B., Comp. and Ed. *Voices from Women's Liberation*. New York, New York: Signet Books, Imprint of New American Library, 1970.

Ubbelohde, Carl and Jack Fraenkel, Ed. *Values of the American Heritage: Challenges, Case Studies, and Teaching Strategies, 46th Yearbook*, pp. 36-73. Washington, D.C.: National Council for the Social Studies, 1976.

Directory of Films by and About Women. Women's History Research Center, Berkeley, California, 1972.

II. Primary Source Materials

Women's Rights in the United States. (Jackdaws, Catalog #G-850-021). Madison, Wisconsin (Box 4272-G 53711): EMI.

III. Audiovisual Media

Filmstrips:

A Woman's Place. Tarrytown, New York: Schloat Productions, Prentice-Hall Media, Incorporated, 1974.

Women in American History. Freeport, New York: Educational Activities, Incorporated, 1974.

Women's Work: America, 1620-1920. Tarrytown, New York: Schloat Productions, Prentice-Hall Media, Incorporated, 1974.

Women. Tarrytown, New York: Prentice-Hall Media, Incorporated, 1977.

Film:

American Parade - We the Women. Santa Monica, California (2211 Michigan Avenue 90406): BFA Eduational Media.

UNITED STATES - ECONOMIC GROWTH

Introduction

The accompanying guide identifies key economic concepts which have strongly influenced major periods in United States history.

Perhaps economics, more than any of the social science disciplines, has come under fire in the last decade as widely accepted economic tenets have been subjected to increasing review and criticism. There has been considerable dismay that in what has been considered this most exact of the social sciences, the numbers suddenly do not seem to add up.

Current social and political objections to traditional economic doctrine regarding consumption habits, fiscal policy, and economic projection should perhaps cause us to tread lightly and less confidently in covering these factors in some areas of United States history; however, it seems apparent that as contemporary history recedes, the ability to interpret and clarify it in economic terms increases. This is true now of the period prior to 1930; perhaps it will be true of more recent history as revisionist studies continue.

The list of learning media which collate with the concepts consists of items which provide concrete historical focus and data, so that economic abstractions may be understandable to high school students.

UNITED STATES - ECONOMIC GROWTH

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Note: Important economic developments involving foreign relations 1789 - present are covered in the unit on Foreign Relations.	
Native Americans had practiced ecology and conservation of resources for millennia prior to the arrival of Europeans.	Filmstrips: The Earth-Knowers: The Native Americans Speak (1 sound filmstrip: Multi-Media Productions) Recommended Readings: Enrichment: Touch the Earth, A Portrait of Indian Existence (Paperback: Simon and Schuster, Incorporated)
Europeans took risks exploring the New World in order to meet problems of economic scarcity.	Filmstrips and films: The Age of Exploration (4 sound filmstrips: Warren Schloat) or any of The English and Dutch Explorers (Film #27870) The French Explorers (Film #27051) The Spanish Explorers (Film #27860)
Specialized economic activity developed in colonial times due to varying geographic and social influences.	Filmstrips: The Jamestown Settlement (1 sound filmstrip: Multi-Media Productions) For low readers: Settling the New World (6 filmstrips: Encyclopaedia Britannica)
Black slave labor was a prominent feature in our early economic development.	Filmstrips and films: Slavery and Slave Resistance (Film #11180) or Slavery: America's Peculiar Institution (2 sound filmstrips: Zenger Productions) Recommended Readings: Enrichment: To Be A Slave (Paperback: Dell)

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Economic conflicts between the British and the Americans were major causes of the American Revolution. These conflicts involved: mercantilism and economic controls vs. free trade and laissez-faire free enterprise; costs of governmental administration; taxes and tariff policies.	Filmstrips: The American Revolution: Two Views (4 sound filmstrips: Educational Audio-Visual) Recommended Readings: Growth of the American Revolution (Paperback: Macmillan) or The Causes of the American Revolution (Paperback: Heath)
The American Revolution was primarily a political war of independence rather than a social/economic upheaval.	Filmstrips: Let Them Call Me Rebel: Tom Paine (2 sound filmstrips: Multi-Media Productions)

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The need for national economic unity made it necessary to supplant the Confederation of States with a federal government. Our early federal government dealt quite successfully with the issues of revenue and debt.	Filmstrip kits: The United States Emerges, 1783 - 1800 (1 sound filmstrip, paperbacks, student activity books: Pendulum Press) Recommended Readings: Enrichment: Disunia (Simulation: Interact) Enrichment: Hamilton and the National Debt (Paperback: Heath)
Inventions which caused us to develop into a mass production society occurred during the period 1780 - 1820. Such inventions should not be understood within the framework of the "great genius inventor". Rather inventions result from (1) social needs, (2) adequate levels of supporting technology, and often (3) political stimuli.	Filmstrips and films: Inventions That Made America (2 sound filmstrips: Multi-Media Productions) or The Industrial Revolution in America, Part I (1 sound filmstrip: Guidance Associates) or The Industrial Revolution, Beginnings In the U.S. (Film #18123)

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Issues involving central banking, monetary stability, entrepreneurial business, and tariffs became prominent during the presidency of Andrew Jackson in the 1830's. These issues contributed heavily to the growth of sectional differences. These broad issues remain a matter of public and governmental concern today.	Filmstrips: The Jackson Years: Toward Civil War (2 sound filmstrips: Learning Corporation of America) Recommended Readings: Enrichment: Jacksonian America 1815-1840 (Paperback: Spectrum)
Conflicts of economic interest between the agricultural, raw-material producing, labor-intensive South, and the industrial, increasingly capital-intensive North, pushed the nation toward civil war.	Filmstrips: America Becomes An Industrial Nation, Part I (1 sound filmstrip: McGraw-Hill Films) Enrichment: Chains of Slavery (6 filmstrips: Encyclopaedia Britannica) Simulations: Enrichment: Slave Auction (Simulation: Social Studies School Service) Enrichment: Unit 3, Sectionalism Game (Simulation: Involvement, 3521 East Flint Way, Fresno, California 93726)
The expansion of the nation's economy into the Mississippi Valley and beyond brought wealth to many although it was a tragedy for native Americans.	Filmstrips and films: In the Days of the Gold Rush (2 sound filmstrips: The Source) U. S. Expansion: Northwest Territory (Film #26780) U. S. Expansion: Oregon Country (Film #26150) Legal and Illegal: The Dispossession of the Indians (2 sound filmstrips: Multi-Media Productions) For low readers: Westward Expansion (6 filmstrips: Encyclopaedia Britannica)

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The growing industrial capacity of the North, its efficient system of transportation, and mechanization which freed much of the labor force for military service, gave it advantages during the Civil War; the backward, agricultural South, hampered by the institution of slavery, was at a disadvantage.	Filmstrips: The Civil War (5 sound filmstrips: American Heritage)
Although widespread economic reforms were attempted in the South during the so-called "reconstruction" period, many of them failed.	Filmstrips: The Years of the Reconstruction (2 sound filmstrips: American Heritage) The Civil War: Promise of Reconstruction (2 sound filmstrips: Learning Corporation of America) Recommended Readings: Enrichment: The Trouble They Seen: Black People Tell the Story of Reconstruction (Hardbound book: Doubleday) Enrichment: Freedom Bound (Paperback: Macmillan)

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The growth of the corporate form of business organization produced major changes in the American economy during the late 19th Century. Some of these changes resulted in advantages and opportunities, while others resulted in problems.	Filmstrips: The Rise of the Industrial Giants (2 sound filmstrips: American Heritage) or America Comes of Age: Industrial America, Filmstrip I: The Gilded Age (1 sound filmstrip: Scott Education Division) or Growth of Big Business in America (Film #61841) or The Gilded Age (2 sound filmstrips: The Source) or The Corporation, Part I (1 sound filmstrip: Guidance Associates) Simulations: Enrichment: Big Business (Simulation: Social Studies School Service) Recommended Readings: Enrichment: Rise of the Big Businessman: Robber Baron or Hero of Industry (Paperback: American Book Company)
The growth of technology combined with America's rich store of resources, abundant labor supply, and entrepreneurial forms of business organization (capital plus management), to make the United States the most productive economy in the world.	Filmstrips: End of Rugged Individualism, 1870 - 1900 (2 sound filmstrips: Multi-Media Productions) Inventions and Technology That Shaped America, Part II (6 sound filmstrips: Learning Corporation of America) The Industrial Revolution in America, Part II (1 sound filmstrip: Guidance Associates) America Comes of Age: Railroads West (3 sound filmstrips: Scott Education Division) Recommended Readings: Enrichment: The Making of Industrial America, 1870 - 1900 (Paperback: Macmillan)

Concepts, People, and Events	Teaching/Learning Activities and Media
Widespread exploitation of the labor force, especially of minorities and immigrants, occurred during the era of industrialization. The labor union movement developed as a reaction to this exploitation.	Filmstrips: America Comes of Age: Industrial America, Filmstrip II: Strike! (1 sound filmstrip: Scott Education Division) The Growth of the Labor Movement (2 sound filmstrips: Guidance Associates) 1877 - The Great Strike (2 sound filmstrips: Multi-Media Productions) Enrichment: The Other Fortyniners - Chinese in the Early Days of California (2 sound filmstrips: Multi-Media Productions) Recommended Readings: Enrichment: American Labor (Paperback: University of Chicago Press) Enrichment: Toil and Trouble (Paperback: Dell) For low readers: The Labor Movement (Paperback: Xerox)
Urbanization and industrialization interacted with one another to transform the lives of most Americans.	Filmstrips: America Comes of Age: Industrial America, Filmstrip III: Shaping an Urban Society (1 sound filmstrip: Scott Education Division) Recommended Readings: Enrichment: Industrialism: The American Experience (Paperback: Benziger/Macmillan)
The "last frontier" vanished as the Great Plains and Rocky Mountain regions were developed. Like most economic development, this involved great risks and hardship.	Filmstrips and films: Westward Movement III - Settling the Plains (Film #24553) The American Frontier as the Camera Saw It (4 sound filmstrips: Imperial Film Corporation) Simulations: Enrichment: Unit 7 - Farming Game (Simulation: Involvement) Recommended Readings: Enrichment: Unit 7 - The Frontier (Patterns of Civilization - America series) (Paperback: Cambridge Book Company) For low readers: America Moves West (Paperback: Xerox)

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
A key feature of American life during the period 1890 - 1920 was widespread reaction to the excesses of the post Civil War period. This era of reform was especially concerned with (1) economic oligopoly and monopoly; (2) conservation of economic resources; and (3) health and safety of workers and consumers. Issues related to these topics continue to affect us today: (1) despite the dangers of monopoly, big business offers advantages because it is often more efficient (economy of size) than small-scale enterprises; (2) conservation, environmental care, and ecology have dollar costs attached to them, and it is difficult to establish a balance between costs and benefits; (3) mandated safety requirements likewise have dollar costs attached, and it is difficult to measure the value of social benefits as compared with economic costs.	Filmstrips: Muckrakers and Reformers (1 sound filmstrip: Multi-Media Productions) Recommended Readings: The Progressive Movement (Paperback: Prentice-Hall) Simulations: Enrichment: The Progressive Era (Simulation: Social Studies School Services)

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Note: Important economic developments involving foreign relations 1789 - present are covered in the unit on Foreign Relations.	

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Although business cylces (high employment, prosperity, and inflation followed by unemployment, depression, and deflation) have long been evident in our society, the boom of the 1920's followed by the depression of the 1930's have left an indelible mark upon us. One of this nation's major concerns in recent years has been to control business cycles. A major difficulty lies in the fact that the causes for business cycles continue to be debated. The perils of prosperity (inflation and overspeculation), the levels of capital investment, the levels of production (overproduction vs. under-consumption), levels of spending (saving vs. credit buying), trade and international conditions, and the general psychological climate prevailing at a given time have all been identified as causes for such cycles.	Filmstrips and films: The Reckless Years: 1919 - 1929 (2 sound filmstrips: Guidance Associates) or The 1920's (6 sound filmstrips: Filmstrip House) or 29 Boom and 30's Depression (Film #10870) Recommended Readings: The Twenties (Paperback: Prentice-Hall) Enrichment: The Great Crash, 1929 (Paperback: Houghton Mifflin) Enrichment: Contrasting Decades, The 1920's and 1930's (Paperback: Benziger/Macmillan)
When a business cycle turns downward and a recession develops, the negative factors (low level of spending, low savings, unemployment, low level of investment, low level of trade, negative phychological climate) feed on themselves, and cause a further worsening of the situation. This was especially evident in the Great Depression of the 1930's.	Filmstrips: The Great Depression (2 sound filmstrips: Multi-Media Productions) or The Great Depression 1929 - 1939 (2 sound filmstrips: Guidance Associates) or The Great Depression (5 sound filmstrips: Educational Audio-Visual) Recommended Readings: The Great Depression (Paperback: Prentice-Hall) Simulations: Enrichment: Unit X: Stock Market Game (Simulation: Involvement) Enrichment: Unit XI: Depression Game, 1930 (Simulation: Involvement)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Filmstrips: Enrichment: The Grapes of Wrath and the 1930's (2 sound filmstrips: Educational Audio-Visual) Recommended Readings: For low readers: The Great Depression (Paperback: Xerox)
The government took a very active response to economic conditions with a "New Deal" program during the 1930's. This raised issues which are still being disputed today: (1) how active a role should government take regarding business conditions and cycles; and (2) what should be done? Increased regulation (of interest rates, margin buying, and the money supply), deficit spending, pump priming, and welfare and relief measures are common features of contemporary life which had their genesis during this time. These measures, called Keynesian Economics (after the economist, John Maynard Keynes) have remained widely accepted until they have come under heavy criticism in the 1970's.	Filmstrips and films: The Thirties (3 sound filmstrips: Educational Audio-Visual) or The 1930's (6 sound filmstrips: Filmstrip House) The New Deal (2 sound filmstrips: Multi-Media Productions) Bank Holiday Crisis of 1933 (Film #26590) Dark Days in America: The 1930's (2 sound filmstrips: Multi-Media) Recommended Readings: Enrichment: The New Deal: Revolution or Evolution (Paperback: Heath) or Enrichment: The Economy and the New Deal: Unwarranted Interference or Necessary Regulation (Paperback: American Book Company
During the World War II period, the American economy was mobilized for total war. In addition to conversion to production of war material, this included rationing of consumer goods and other curtailment of civilian activities which was designed to reduce consumption.	Filmstrips: The 1940's, 1 - 4 (6 sound filmstrips: Social Studies School Service) Inventions and Technology That Shaped America - Part III (Filmstrips 1 - 3: Learning Corporation of America) Efficient America, Synthetics, and Flight (6 sound filmstrips: Learning Corporation of America)

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Note: Important economic developments involving foreign relations 1789 - present are covered in the unit on Foreign Relations.	

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
Pent-up consumer demand, increased productivity, and new technological processes and products produced an economic boom which extended well into the 1960's.	Filmstrips and films: Inventions and Technology That Shaped America - Part III (Filmstrips 4 - 5: Learning Corporation of America) Radio and Television, The Computer (6 sound filmstrips: Learning Corporation of America) Screen News Digest: Automobile in America (Film #64056) Recommended Readings: Enrichment: The Automobile: Technology and Social Change (Paperback: Xerox)
During the last decade, many serious problems have been posed regarding the United States economy: (1) International conditions have emphasized differences between traditional capitalism, Keynesian mixed economics, socialism, and communism, and their advantages and shortcomings. (2) Continued business cycles (boom to recession) and mounting national debt resulting from the government's effort to combat them cast serious doubt upon the validity of our government's economic policy for the past 40+ years.	Filmstrips: Free Enterprise (2 sound filmstrips: Scott Education Division) The U. S. Economy: Challenge of Change (1 sound filmstrip: Current Affairs) What is Capitalism? (2 sound filmstrips: Guidance Associates) What Is Socialism? (2 sound filmstrips: Guidance Associates) What Is Communism? (2 sound filmstrips: Guidance Associates) Recommended Readings: Capitalism (Paperback: Dell) Socialism (Paperback: Dell) Communism (Paperback: Dell)
(3) Shrinking of natural resources and ecological damage as a result of rising consumption and production have caused widespread challenging of our most basic tenets regarding production and consumption. Changes in consumer habits, efficient use of resources, environmental protection, use of alternate resources, and new technology are being stressed as never before.	Filmstrips: The Economy vs. Ecology (1 sound filmstrip: New York Times) The Quality of Life (2 sound filmstrips: Scott Education Division) Depleting the World's Resources (1 sound filmstrip: Current Affairs) The Indians vs. the Giant Utilities: Whose Values Prevail at Black Mesa (2 sound filmstrips: New York Times) Energy: Impact on Values and Lifestyles (1 sound filmstrip: Current Affairs) Environment: Changing Man's Values (2 sound filmstrips: Guidance Associates)

Concepts, People, and Events	Teaching/Learning Activities and Media
(4) The presence of a *high level of unemployment plus high inflation* has kicked the props from under Keynesian economic theory and practice.	*Recommended Readings*: *Unit 8 - Ecology, Patterns of Civilization: America* series (Paperback - Cambridge Book Company) *Filmstrips*: *Inflation - Recession - Depression* (4 sound filmstrips: Scott Education Division) *At Issue: Inflation* (3 sound filmstrips: Warren Schloat) *Depression Mid 1970's Style* (1 sound filmstrip: New York Times)
(5) The need to fully *accommodate minorities and women* has posed further challenges.	*Filmstrips*: *The Inequality of Wealth in America* (1 sound filmstrip: Multi-Media) *Today's New Women* (1 filmstrip: New York Times) *Viva La Causa: The Migrant Labor Movement* (2 sound filmstrips: Denoyer-Geppert)
(6) The problems of our urban centers defy easy solution.	*New York City: An Environmental Case Study* (2 sound filmstrips: New York Times) *Cities U.S.A.* (1 sound filmstrip: Guidance Associates) *Recommended Readings*: Enrichment: *Unit 9*: *The City* (*Patterns of Civilization*: *America* series) (Paperback: Cambridge Book Company)

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
Note: Important economic developments involving foreign relations 1789 - present are covered in the unit on Foreign Relations.	

UNITED STATES - INTERNATIONAL RELATIONS

Introduction

The accompanying guide identifies a variety of printed and audio-visual materials which may be used to develop and connect major trends in United States foreign relations. The materials have been selected with the objective of having students understand that concerns in foreign affairs generally relate to very long-range geopolitical conditions, and that these concerns tend to be recurring and complex. It is against this complex setting of geopolitical, ideological, economic, technological, and social factors that political and military events and personalities must be viewed.

Perhaps the conclusion of the Vietnam conflict terminated the 1898-1968 phase of American foreign policy which was characterized by a vigorous quest for world order which became boundless in its scope. Although splendid little wars and demands for unconditional surrender make heroic reading, they have been the exception rather than the rule in United States foreign relations.

The dilemmas, conflicts of interest, frustrations, and failures which currently beset us are not novel experiences. They were present in the diplomacy of the American Revolution, the War of 1812, United States Indian policy, United States-Latin American relations, our involvement in World Wars I and II, and elsewhere.

The times call not for cynicism and disillusionment, but for a more mature understanding on the part of students. Perhaps a thorough "post-hole" coverage-in-depth of selected topics will be more conducive to this end than an approach which merely covers the surface. It is hoped that the materials indicated will make in-depth study feasible.

UNITED STATES - INTERNATIONAL RELATIONS

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The first *native Americans* lived here over ten thousand years ago and *developed many rich cultures* prior to the arrival of the explorers of the 15th Century.	*Filmstrips and films:* *The First Americans* (4 sound filmstrips: Warren Schloat) *The American Indian - Before the White Man* (Film #31371) For low readers: *Indian Cultures of the Americas* (6 filmstrips: Encyclopaedia Britannica) *Recommended Readings:* Enrichment: *The Indian Heritage of America* (Paperback: Bantam) Enrichment: *Indians - The First Americans* (12 study prints, pamphlets: Social Studies School Service)
The *English*, *French*, *Dutch*, *Spanish*, and *Portuguese* all explored and founded settlements in the New World. The *Spanish* established a *large empire* which they held until the 1820's. The British colonies were the second largest in size.	*Filmstrips and films:* *Discovery and Exploration* (5 sound filmstrips: American Heritage) or *The Age of Exploration* (4 sound filmstrips: Warren Schloat) For low readers: *The Age of Exploration* (6 filmstrips: Warren Schloat) For low readers: *Spanish Explorers of the New World* (6 filmstrips: Encyclopaedia Britannica) Enrichment: *The Mexican Heritage* (3 sound filmstrips: Multi-Media Productions) Enrichment: *The Jamestown Settlement* (1 sound filmstrip: Multi-Media Productions) Enrichment: *The French Explorers* (Film #27051) Enrichment: *The Spanish Explorers* (Film #27860) Enrichment: *Spain in the New World* (Film #27290) *Recommended Readings:* Enrichment: *The European Mind and the Discovery of a New World* (Paperback: Heath)

Concepts, People, and Events	Teaching/Learning Activities and Media
Rivalry among the colonial powers led to a succession of wars, especially between the British and the French. Superior British naval power was decisive in the events which culminated in the defeat of the French by 1763.	Filmstrips and films: Enrichment: Elizabethan Sea-Dogs (2 sound filmstrips: Multi-Media Productions) The French and Indian War (Film #26950) Recommended Readings: Enrichment: The French and Indian War (Paperback: Demco)
African slave trade routes were established as European powers sought a cheap supply of labor.	Filmstrips: A People Uprooted (7 filmstrips: Encyclopaedia Britannica)

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The enormous resources of the British Empire were pitted against the colonists in our War of Independence. American victory was the result of (1) alliance with the French, (2) our logistical advantage in fighting a home war, and (3) the divided and vacillating leadership of the British in contrast with the war leadership of Washington. Much credit must be given to Benjamin Franklin, our "first diplomat", for arranging the alliance with France.	Filmstrips and films: The French and Indian Wars: Road to the American Revolution (2 sound filmstrips: Multi-Media Productions) American Revolution: The Impossible War (Film #26791) War of Independence (Film #25750) or The Revolution (5 sound filmstrips: American Heritage) or The American Revolution (2 sound filmstrips: Guidance Associates) or The American Revolution: Two Views (4 sound filmstrips: Educational Audio-Visual) or Reliving the American Revolution (2 sound filmstrips: Civic Education Service) For low readers: War for Independence (8 sound filmstrips: Encyclopaedia Britannica) Benjamin Franklin: Symbol of the American Revolution (2 sound filmstrips: Guidance Associates) Recommended Readings: For low readers: Insights - The American Revolution (16 booklets, duplicating masters: Social Studies School Service) Enrichment: Decisive Battles of the American Revolution (Paperback: Fawcett) Enrichment: Diplomacy of the American Revolution (Paperback: Indiana University Press) Simulations: Enrichment: American Revolution Game (Simulation: Social Studies School Service)

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Overview: American foreign policy, which is conducted by our State Department at the direction of the President and with the approval of Congress, seeks to fulfill/maintain our nation's political, social, and economic objectives through action in an international setting. While these objectives are often ideally motivated, they typically have practical purposes.	Filmstrips: American Foreign Policy: How It Works (2 sound filmstrips: Scott Education Division) Recommended Readings: Basic reference for teachers and advanced students: American Secretaries of State and Their Diplomacy (Hardcover, 17 volumes: Cooper Square) Enrichment: American Foreign Policy (Paperback: Benziger/Macmillan) Enrichment: Diplomacy: How Nations Negotiate (Paperback: Harper and Row)
The settlement of the Peace Treaty of Paris in 1783 and the French revolution in 1789 caused the United States government to alter its attitudes toward Britain and France during the Federalist Era (1789 - 1801). Thus the Jay and Pinckney treaties stabilized relations with the British and Spain whereas the XYZ Affair was an indication of the rift which had developed between the United States and France. This illustrates that in foreign policy there are "no permanent enemies, no permanent allies, only permanent objectives and goals".	Recommended Readings: "The Crisis Over Jay's Treaty" Government Through Opposition (Paperback: Macmillan) Enrichment: Jay's Treaty: A Study in Commerce and Diplomacy (Paperback: Yale University Press)
As Americans moved westward across the Appalachian Mountains, it became evident that the mouth of the Mississippi River was a strategic key to development of a vast region. France, which owned the Louisiana Territory, was willing to sell it because of its isolation and France's difficulties in other areas of the world. President Thomas Jefferson bought the entire territory despite the lack of prior approval by the United States Senate. Thus the force of practical events caused Jefferson to act counter to his political philosophy.	Filmstrips and films: The Louisiana Purchase (Film #25800) or United States Expansion: The Louisiana Purchase (Film #25801) or Thomas Jefferson: Architect of Liberty (2 sound filmstrips: Guidance Associates) Recommended Readings: Enrichment: "The Louisiana Purchase", The Jeffersonians (Paperback: Webster/McGraw-Hill) Enrichment: Louisiana Purchase: America's Best Buy (Paperback: Pelican Books) For low readers: The Louisiana Purchase (Paperback: Watts)

Concepts, People, and Events	Teaching/Learning Activities and Media
President Jefferson authorized his personal secretary, Meriwether Lewis, to explore the vast Louisiana Territory. This is one more illustration of the great leadership role which active presidents may exercise in the field of foreign affairs.	Filmstrips and Films: Lewis and Clark Journey (Film #12101) or The Corps of Discovery: The Lewis and Clark Expedition (2 sound filmstrips: Multi-Media Productions) Recommended Readings: Enrichment: Journals of Lewis and Clark (Paperback - New American Library)
Despite President Washington's farewell warning that we should "avoid foreign entanglements", the United States became involved in wars against the Tripoli pirates (1801-1805) and against Britain (1812-1815) in seeking to protect its right to carry on foreign trade and to maintain freedom of the seas.	Filmstrips and Films: America Reacts to a World in Conflict, 1800-1815 (3 sound filmstrips: Multi-Media Productions) or War of 1812 (Film #26850) or The War of 1812 (2 sound filmstrips: The Source) Simulations: Enrichment: Unit II: Causes of the War of 1812 (Simulation: Involvement) Recommended Readings: Enrichment: The War of 1812 (Paperback: University of Chicago Press)

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The independence of the former Spanish viceroyalties in the 1820's and Russian activities on the northwest coast caused the United States to adopt the role of hemispheric protector. Prepared by Secretary of State, John Quincy Adams, the Monroe Doctrine was a part of President Monroe's annual message to Congress in 1823.	Recommended Readings: The Monroe Doctrine (Paperback: Merrill Books) or The Monroe Doctrine (Paperback: Heath) or The U.S. and the Independence of Latin America, 1800-1830 (Paperback: Norton)
A growing sense of nationalism caused many Americans to believe that it was their "Manifest Destiny" to acquire all the territory westward to the Pacific.	Filmstrips: Manifest Destiny (2 sound filmstrips: Multi-Media Productions) For low readers: Westward Expansion (6 filmstrips: Encyclopaedia Britannica) Westward Expansion (2 sound filmstrips: Guidance Associates) Recommended Readings: Manifest Destiny and Expansionism in the 1840's (Paperback: Heath)
Native Americans were pushed westward across the Mississippi as the United States government and settlers violated treaties during the westward movement.	Filmstrips: Legal and Illegal: The Dispossession of the Indians (2 sound filmstrips: Multi-Media Productions) Recommended Readings: Enrichment: When Shall They Rest: The Cherokees' Long Struggle With America (Paperback: Dell) For low readers: The Broken Hoop (Paperback: Social Studies School Service) Enrichment: That Disgraceful Affair, The Blackhawk War (Paperback: Norton)
The United States expanded to the south-southwest, first by acquiring Florida (1819), then by annexing Texas (1845), then by forcing Mexico to cede an enormous territory following the Mexican War (1846-1848), and finally by the Gadsden Purchase to secure a railroad right-of-way (1853). The Mexican War was engineered by President Polk and other expansionists who wanted to gain the rich resources of California.	Filmstrips and films: The War With Mexico - 1846-1848 (2 sound filmstrips: Multi-Media Productions) or Conflict of Cultures (6 sound filmstrips: Multi-Media Productions) U.S. Expansion - Florida (Film #26160) U.S. Expansion - Texas and Far Southwest (Film #26170) Simulations: Enrichment: Unit 4: Debate Over the Causes of the Mexican War (Simulation: Involvement)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Recommended Readings: Enrichment: The Mexican War (Paperback: University of Chicago Press) Enrichment: Mexican War: Was It Manifest Destiny (Paperback: Holt, Rinehart, Winston)
The United States and Britain partitioned the Oregon Territory (1846) as a compromise move.	Films: U.S. Expansion: Oregon Territory (Film #26150)
American influence spread to the Far East as a squadron of warships dispatched by President Pierce forced the Japanese to establish trade relations with the United States. The Japanese quickly adapted to modernization and, by the turn of the century, had become an international power.	Filmstrips: Japan: Emergence of A Modern Nation, Part I (1 sound filmstrip: Guidance Associates) Recommended Readings: For low readers: Perry and the Open Door to Japan (Paperback: Watts)

Concepts, People, and Events	Teaching/Learning Activities and Media
During the Civil War, relations with Britain deteriorated as traditional *positions were reversed*; the *United States wished* to restrict British freedom of the seas and blockade the Confederacy.	*Recommended Readings*: Enrichment: *Diplomacy During the American Civil War* (Paperback: Wiley)
United States territorial expansion on the North American continent was completed with the purchase of Alaska in 1867. The great *vision* and *foresight* of Secretary of State Seward was mocked by many at the time. Seward also negotiated the purchase of the Virgin Islands from Denmark beginning United States expansion into the Caribbean.	*Recommended Readings*: Enrichment: *Purchase of Alaska* (Paperback: University of Washington Press) *Films*: Enrichment: *Screen News Digest*, *Volume 9*, *Issue 8*, *Seward's Folly* (Film #64008)

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The Plains Indians were subjugated during a period of broken treaties and brutal warfare in the last decades of the 19th Century.	Filmstrips: Indian Words from the End of the Trial (1 sound filmstrip: Multi-Media) Indian Viewpoint Series (4 sound filmstrips: Social Studies School Service) Photographs: The Indians of the Plains: Strangers in Their Own Land (45 photographs: Documentary Photo Aids) Recommended Readings: Enrichment: Bury My Heart at Wounded Knee (Paperback: Bantam) For low readers: Wounded Knee: An Indian History of the American West (Paperback: Dell) Enrichment: Crimsoned Prairie (Paperback: Scribner's)

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Material for this unit is covered in Unit VIII.	

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
United States interest in the Caribbean and animosity toward Spain went back many years. President Grant had favored a scheme to annex Santo Domingo in the 1870's, and the United States had given moral support to the Cuban rebels following 1869. President Harrison and Secretary of State Blaine had organized the First Inter-American Conference in 1889. When large numbers of interned Cuban rebels died of disease and malnutrition, the American press began a campaign of vilification of Spain during the 1890's. After the visiting battleship Maine was destroyed in Cuba, war hysteria mounted although there was no evidence that the Spanish were guilty. Although President McKinley was reluctant to go to war, Congress followed the public clamor and declared war.	Filmstrips and films: The Spanish American War (2 sound filmstrips: Multi-Media Productions) Enrichment: Profiles in Courage: Hamilton Fish (Film #11703) Recommended Readings: Enrichment: The Spanish-American War: A Study in Policy Change, p. 1-102 (Paperback: Heath) Enrichment: American Imperialism in 1898, p. 1-54 (Paperback: Heath) Enrichment: "Intervention in Cuba", From Imperialism to Isolation (Paperback: Macmillan) Enrichment: 1898: The Spanish-American War (Paperback: Cooper Square) Enrichment: Expanding Horizons: America Joins the World Powers 1867-1914 (Paperback: Webster/McGraw Hill) Photo Aids: Cartoons of the Spanish-American War (16 pictures: Documentary Photo Aids)
The Spanish-American War (1898) was a watershed event which marked the full emergence of the United States into the world scene, a role which we are still in today. However, our early involvement in world affairs was accompanied by a sense of optimism.	Filmstrips: The Emerging Giant: The U.S. in 1900 (2 sound filmstrips: Multi-Media Productions) The United States Becomes A World Power (2 sound filmstrips: American Heritage)
The United States became an imperialist power with its acquisition of the Philippine Islands in 1898. We also established inroads across the Pacific by annexing Midway (1867), obtaining a protectorate over part of Samoa (1889), annexing Hawaii (1898), and subscribing to an "Open Door" policy in China (1899-1900).	Resource Kit and Films: What Is Colonialism? (Audio-visual resource kit: Multi-Media Productions) Territorial Possessions of the U.S. (Film #25180) Recommended Readings: Enrichment: The Spanish-American War: A Study in Policy Change, p. 103-139 (Paperback: Heath)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Enrichment: American Imperialism in 1898, p. 54-103 (Paperback: Heath) "Imperialism", From Imperialism to Isolation (Paperback: Macmillan) Enrichment: Expanding Horizons: America Joins the World Powers, 1867-1914 (Paperback: Webster/McGraw Hill) Simulations: Enrichment: Imperialism in the Philippines, 1898 (Simulation: Involvement)
United States involvement in Latin American affairs grew; we were angered by an attack on sailors on shore leave in Chile (1891); our government showed keen interest in the British-Venezuelan boundary dispute (1895); the United States formented a revolution in Colombia to make the Panama Canal possible (1903); the Platt Amendment made Cuba a protectorate of the United States (1903); United States officials took over customs houses in the Dominican Republic (1906); Nicaragua became a United States protectorate (1911); Haiti was occupied by the United States Army (1915); and the United States interfered in Mexican affairs during the period of turmoil in Mexico (1912-1917).	Filmstrips and films: "Entering the World Scene: to 1913", The United States as World Leader (1 sound filmstrip: Educational Audio-Visual, Incorporated) Latin America and the U.S. (2 sound filmstrips: Multi-Media Productions) U.S. Expansion Overseas, 1893-1917 (Film #26900)
The United States took an active international role in mediating the Peace Treaty of Portsmouth (1905), which ended the Russo-Japanese War.	Recommended Readings: Theodore Roosevelt and the Rise of America to World Power (Paperback: Macmillan)
Despite setbacks, United States relations with Britain improved between 1870 and 1914; the settlement of the Alabama claims (1871) erased the bitterness of the Civil War period; Canadian-American fisheries, waterways, and boundary disputes were resolved (1871);	Filmstrips: Enrichment: Portions of Britain: An Enduring Heritage (3 sound filmstrips: Guidance Associates)

Concepts, People, and Events	Teaching/Learning Activities and Media
the British backed down on the issue of the Venezuelan boundary dispute (1895); the Alaska-Canada boundary conflict was settled (1903); both nations had similar attitudes toward China (1901) and Russia and Japan (1904-1905); both had built up large overseas empires. These developments, combined with a common heritage and similar political institutions, caused the United States to feel empathy with Britain as World War I unfolded.	
German interference with American shipping and subversive activities, as well as a past history of rapport with the British and French, and an active anti-German propaganda campaign, caused the United States to enter World War I belatedly on the side of the Allies in 1917. President Wilson reluctantly asked Congress to declare war when it became apparent that the Central Powers might defeat the Allies unless the United States entered the conflict. Although the United States was involved in the hostilities for barely a year, casualties were high.	Filmstrips and film: World War I (Film #26560) or United States in the Twentieth Century, 1912-1920 (Film #27933) You Are There: Ordeal of a President (Film #24636) Enrichment: The Secret Message That Plunged America Into World War I (Film #26070) "The Road to War: to 1917", The United States As World Leader (8 sound filmstrips: Educational Audio-Visual) Recommended Readings: Enrichment: World War and American Isolation, 1914-1917 (Paperback: Quadrangle/Harper Row) Enrichment: Woodrow Wilson and the Politics of Morality (Paperback: Little, Brown and Company) 1914-1918: World War I (Paperback: Cooper Square) "Going Into World War I", From Imperialism to Isolationism, 1898-1919 (Paperback: Macmillan) Photo Aids: Cartoon History of U.S. Involvement In World War I (16 photos: Documentary Photo Aids)

Concepts, People, and Events	Teaching/Learning Activities and Media
President Wilson embarked on an idealistic crusade in foreign policy with his Fourteen Points to end World War I and a plan for a League of Nations to prevent later conflicts. He was opposed by the other Allied leaders who were more vindictive, and by many other United States politicians who were more isolationist. Wilson's lack of pragmatism led to the defeat of many of his efforts and his breakdown and death. This episode in American foreign policy continues to be highly controversial with Wilson currently portrayed in roles ranging from that of a tragic prophet to that of a pathetic neurotic.	Filmstrips and films: Woodrow Wilson: Spokesman for Tomorrow (Film #11900) or Woodrow Wilson: Idealism and American Democracy (2 sound filmstrips: Guidance Associates) Recommended Readings: Enrichment: When the Cheering Stopped (Paperback: Morrow) Enrichment: Woodrow Wilson: A Profile (Paperback: Hill and Wang) Enrichment: Woodrow Wilson and Colonel House: A Personality Study (Paperback: Dover Publications) Enrichment: Woodrow Wilson and the Great Betrayal (Paperback: Quadrangle/McGraw-Hill) Enrichment: Woodrow Wilson and the League of Nations (Paperback: Scholastic) Enrichment: Wilson at Versailles (Paperback: Heath) Enrichment: Realism and Idealism in Wilson's Peace Program (Paperback: Heath) Enrichment: From Imperialism to Isolationism 1898-1919, p. 53-86 (Paperback: Macmillan) Enrichment: The Fourteen Points (Paperback: Merrill) Enrichment: An American Conscience (Paperback: Harper Row)
The United States became very isolationist during the twenty year period following 1919. Our main efforts in foreign affairs were aimed at reducing armaments, condemning war, and collecting foreign debts owed from World War I. The high protectionist tariffs of this period caused international trade to decline and worsened the international economic depression of the 1930's.	Filmstrips: "Aloof From World Affairs", The United States as World Leader (8 sound filmstrips: Educational Audio-Visual) Recommended Readings: Enrichment: Isolationism and Involvement: An Interpretive History of American Diplomacy (Paperback: Wiley)

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE (1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Material for this unit is covered in Unit X.	

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Growing Japanese expansionism, imperialism, and militarism led to the outbreak of a Pacific War in 1941; Japanese victories in the Sino-Japanese War (1894), Russo-Japanese War (1904-1905), and World War I (1914-1918) established the base for a Japanese Pacific Empire; the Washington Naval Conference of 1921-1922 had given the Japanese a clear edge; the Japanese occupied Manchuria (1931), invaded much of the rest of China, and occupied French Indo-China (1940); while also becoming a member of the aggressive Rome-Berlin-Tokyo Axis, the United States, alarmed by this expansionism, placed an embargo on strategic trade with Japan. The attack of December 7, 1941 was a calculated Japanese effort to push the United States, Britain, and the Netherlands out of the Pacific. In recent years some revisionist historians have suggested such points as (1) Was our foreign policy too idealistic and pro-Chinese in the light of post-World War II developments? (2) Did we goad the Japanese into war with the added purpose of then coming to the aid of Britain in Europe?	Filmstrips and films: Japan: Emergence of a Modern Nation (3 sound filmstrips: Guidance Associates) or World War II Prologue U.S.A. (Film #26330) or "The Gathering Storm: 1933-1941", The United States as World Leader (8 sound filmstrips: Educational Audio-Visual) December 7th, 1941 (Film #26080) Recommended Readings: Enrichment: What Happened at Pearl Harbor? (Paperback: Social Studies School Service) Enrichment: Day of Infamy (Paperback: Bantam) Enrichment: The Final Secret of Pearl Harbor (Hardcover: Devin) Enrichment: The Attack on Pearl Harbor (Paperback: Putnam) Photo Aids: The Pearl Harbor Attack (16 pictures: Documentary Photo Aids)
Germany and Italy declared war on the United States in keeping with their pact with Japan. The German declaration of war reflected the fact that the United States had already become heavily involved in the European War through repeal of the arms embargo (1939), arms shipment to Britain (1940), the "destroyer deal" (1940), Lend-Lease to Britain and the Soviet Union (1941) occupation of Iceland (1941), the Atlantic Conference (1941), and repeal of the Neutrality Act (1941).	Filmstrips and films: The Causes of World War II (2 sound filmstrips: Educational Audio-Visual) or Fascist Dictatorships (2 sound filmstrips: Educational Audio-Visual) or Franklin D. Roosevelt: War Comes to America (Film #28225) or War Came to America (Film #99900) Recommended Readings: Enrichment: Roosevelt and World War II (Paperback: Penguin)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Enrichment: Roosevelt Diplomacy and World War II (Paperback: Holt Rinehart Winston)
In fighting World War II the United States became heavily involved in the Pacific and Far East and Western Europe. There was also United States military commitment in Latin America, the Mediterranean and the Middle East.	Filmstrips and films: Screen News Digest, Volume 9, Issue 5 (1941-1945) (Film #64005) or Franklin D. Roosevelt: The War Years (Film #28224) or "World War II: 1941-1945", The United States as World Leader (8 sound filmstrips: Educational Audio-Visual)

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
Material for this unit is covered in Unit XII.	

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL (1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
The United States used nuclear weapons to end the war with Japan. Though this solved many practical military problems at the time, it did raise some moral questions.	Filmstrips and films: Truman and the Atomic Bomb (Film #27741) or Hiroshima Decision: Was the Use of the A-Bomb Necessary (1 sound filmstrip and photo aids: Social Studies School Service) or Hiroshima and Nagasaki (2 sound filmstrips: Denoyer-Geppert)
Many of the defeated Axis leaders were tried as war criminals in efforts to affix moral blame for World War II as well as to exact punishment for wartime atrocities.	Filmstrips and films: Nuremberg Trials (Film #25440) War Crimes (1 sound filmstrip: Social Studies School Service) I Had No Choice But to Obey: The Question of Personal Responsibility: (2 sound filmstrips: Denoyer-Geppert) Photo Aids: The Nuremberg War Crimes Trial (15 photographs: Documentary Photo Aids) Enrichment: Nazi Holocaust, Series I (20 photographs: Documentary Photo Aids) Enrichment: Nazi Holocaust, Series II (40 photographs: Documentary Photo Aids) Simulations: Enrichment: Swastika (Simulation: Social Studies School Service)
Although United States - Soviet relations had improved with United States diplomatic recognition of the Soviet Union (1933) and the wartime alliance between the United States and Union of Soviet Socialist Republics (1941-1945), relations between the two countries became a "Cold War" as the Soviet Union enforced communist control of Eastern Europe (1945-1948) and pushed for expansion in the Far East following the hard bargains made at the Potsdam Conference (1945). The United States responded with the "Truman Doctrine" aiding Greece and Turkey (1947), the Marshall Plan of aid to Europe (1947),	Filmstrips and films: The Roots of the Cold War (2 sound filmstrips: Westinghouse Learning Press) "The Burden of Responsibility 1945-1953", The United States as World Leader (8 sound filmstrips: Educational Audio-Visual) Enrichment: Harry S. Truman: Man of Decision (3 sound filmstrips: Guidance Associates) Berlin - Test for the West (Film #27410) or Germany Divided: East - West Powderkeg (2 sound filmstrips: Scott Education Division) Enrichment: Yugoslavia: Concepts of a New Society (4 sound filmstrips: Filmstrip House)

Concepts, People, and Events	Teaching/Learning Activities and Media
the North Atlantic Treaty (1949), and support of Yugoslavia and resurgent West Germany (1948-1949). United States - Soviet positions regarding Germany were a particular area of conflict.	Recommended Readings: Enrichment: Cold War (Paperback: Xerox) Enrichment: Cold War Diplomacy: American Foreign Policy 1945-1960 (Paperback: Van Nostrand Reinhold) Enrichment: The Cold War (Paperback: Macmillan) Enrichment: The Marshall Plan (Paperback: Merrill)
A United Nations organization was supported by the United States as a means for dealing with international problems. United Nations efforts have been restricted to those allowed by the Superpowers.	Filmstrips: U.N. - Should We Abandon It (1 sound filmstrip: New York Times) or The United Nations: End of a Dream (1 sound filmstrip: Current Affairs) or The United Nations: A Re-evaluation (2 sound filmstrips: Scott Education Division)
The United States supported the creation of Israel, although this produced conflict with the Arab states of the Middle East, an area in which the United States has keen interest because it is a strategic geopolitical crossroads between Europe, Asia, and Africa, and because much of the Western power's oil supply comes from the area. The United States has tried to steer clear of heavy support for either side during the four wars between Israel and Arab states (1947-1948, 1956, 1967, 1973-1974).	Filmstrips: The Middle East: Background for Conflict (2 sound filmstrips: Scott Education Division) or Arabs and Jews: The Crisis (6 sound filmstrips: Warren Schloat) or Eyes on the Arab World (4 sound filmstrips: E.M.C.) and Israel: A Struggle for Survival (1 sound filmstrip: Current Affairs) Recommended Readings: Israel or Oil? (Paperback: Social Studies School Service) The Middle East: U.S. Policy, Israel, Oil, and the Arabs (Paperback: Congressional Quarterly)
The United States remained heavily committed in the Far East; although the Philippine Islands became independent (1946), the United States kept a large occupation force in Japan (1945-1952),	Filmstrips and films: The General (Douglas MacArthur) (Film #11650) Enrichment: China - Rise of Communist Power (Film #28100) or

Concepts, People, and Events	Teaching/Learning Activities and Media
supported the nationalists against the communists in the Chinese Civil War (1946-1949), and fought a war defending South Korea against Soviet and Chinese-backed North Korea (1950-1953). President Truman fired General Douglas MacArthur, the allied commander, because Truman was concerned that fuller prosecution of the Korean War might result in a full-scale conflict with China and the Soviet Union.	Screen News Digest: Two Headed Dragon (Film #64059) Korean War (Film #99000) Enrichment: "The Growth of Chinese Communism", China in the Modern World (4 sound filmstrips: Educational Audio-Visual) Recommended Readings: Enrichment: China and the United States: What Next? (Paperback: Foreign Policy Association) Enrichment: The Truman - MacArthur Controversy (Paperback: Rand McNally) Enrichment: The Truman - MacArthur Controversy and the Korean War (Paperback: Norton) Enrichment: Korea: Cold War and Limited War (Paperback: Heath) Enrichment: The Korean War (Paperback: Quadrangle) Enrichment: The Korean War (Paperback: Norton)
Although the United States and Soviet Union seemed to attempt a new stance following the death of Stalin, the period of "Peaceful Coexistence" suggested by the Soviet dictator, Nikita Khrushchev (1956-1964), did not materialize as the Soviet Union continued a hard line policy in Hungary (1956), Berlin (1958), and the Middle East and brought the world to the edge of war with the Cuban Missile Crisis (1962).	Filmstrips and films: "Uneasy Coexistence, 1953-1963", The United States as World Leader (8 sound filmstrips: Educational Audio-Visual) Screen News Digest: Seven Days That Shook the World (Film #64670) Screen News Digest: Crack in the Berlin Wall (Film #64058) Screen News Digest: Focus on the Middle East (Film #64050) Enrichment: The Cuban Missile Crisis: Confrontation (4 sound filmstrips and simulation: Current Affairs) Recommended Readings: Enrichment: Thirteen Days: A Memoir of the Cuban Missile Crisis (Paperback: New American Library) Photo Aids: The Cuban Missile Crisis (14 pictures: Documentary Photo Aids)

Concepts, People, and Events	Teaching/Learning Activities and Media
We have entered the Age of Megaton in which all international considerations are tempered by the fact that both the United States and the Soviet Union have developed awesome weaponry. There have been some attempts to control nuclear proliferation and armaments.	Filmstrips: Balance of Power (2 sound filmstrips: Scott Education Division) The Age of Megaton (1 sound filmstrip: Doubleday Multimedia) The Global Arms Race (2 sound filmstrips: Social Studies School Service) Enrichment: The Pentagon (2 sound filmstrips: Guidance Associates) Recommended Readings: Enrichment: Nuclear Proliferation: A Strategy for Control (Paperback: Social Studies School Service) Enrichment: The Bumpy Road to Disarmament (Paperback: New York Times) Enrichment: Deterrence: World Policy (Paperback: New York Times) Enrichment: Arms and Foreign Policy in the Nuclear Age (Paperback: Oxford University Press)
Although a "Good Neighbor Policy" instituted in the 1930's produced cooperation between the United States and Latin America during World War II, growing tensions between the United States and Latin America have been heightened by the establishment of communism in Cuba. The United States has since intervened in the Dominican Republic (1965) and is currently concerned about its relations with Panama.	Filmstrips and films: Castro's Rise to Power (Film #64930) Cuba - Bay of Pigs (Film #27740) Cuba - Balance Sheet of a Revolution (1 sound filmstrip: Denoyer-Geppert) The United States and Latin America: Cooperation or Conflict? (2 sound filmstrips: Scott Education Division) Screen News Digest: Powder Keg in the Dominican Republic (Film #64920) Screen News Digest: Panama Canal (Film #64091) Screen News Digest: U.S. and Cuba (Film #64087) Recommended Readings: Enrichment: With Fidel (Paperback: Ballantine Books) Enrichment: Cuba in Revolution (Paperback: Doubleday) Enrichment: Cuba: The Making of a Revolution (Paperback: Norton)

Concepts, People, and Events	Teaching/Learning Activities and Media
Continued concern about the Far East caused the United States to become involved in the longest war in its history, although the end of the Vietnam War was accompanied by better relations with the Soviet Union and China. This current policy of detente is controversial: is it a welcome relaxation of tensions, or is it a form of appeasement which is giving the communist powers an edge?	Filmstrips and films: The United States as World Leader II: From Johnson to Ford (3 sound filmstrips: Educational Audio-Visual) Enrichment: Screen News Digest: President Johnson's Report to the Nation on the War in Vietnam (Film #64950) Asia After Vietnam (1 sound filmstrip: New York Times) Screen News Digest: Detente (Film #64080) Detente: What Is It? Is It Working? (1 sound filmstrip: New York Times) Enrichment: Perception/Misperception: China/U.S.A. (4 sound filmstrips, 30 booklets: Warren Schloat) Recommended Readings: Enrichment: The Causes of War (Paperback: Macmillan/Free Press) Enrichment: Why Nations Go to War (Paperback: St. Martin's Press) Enrichment: America's Wars - Why? (Paperback: Social Studies School Service) Enrichment: Vietnam: History, Documents, and Opinions on a Major World Crisis (Paperback: New American Library) Enrichment: America: Still #1? (Paperback: Social Studies School Service)
The United States continues to maintain close ties with Western Europe and Japan which have economic and political institutions and goals similar to ours.	Filmstrips and films: Screen News Digest: Common Market (Film #64068) or Europe's Common Market (1 sound filmstrip: Current Affairs) Japan: Asia's Economic Superpower (1 sound filmstrip: Current Affairs)
United States relations with the "Third World" nations of Asia and Africa are becoming increasingly complex.	Filmstrips and films: Screen News Digest: The Third World (Film #64078) World Resources and Responsibilities (2 sound filmstrips: Scott Education Division) Oil: Global Weapon (1 sound filmstrip: New York Times)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Recommended Readings: Enrichment: Intervention and Revolution: The United States and the Third World (Paperback: New American Library) Resource Kit Enrichment: Planning American Policy on Developing Nations (Foldout: Greenhaven Press)

GEOGRAPHY OF THE UNITED STATES

Introduction

The importance of geographic factors - climate, topography, soil fertility, and natural resource accessibility - in influencing the course of historical events cannot be too strongly emphasized. In its physical characteristics our country has been abundantly endowed by nature. The United States occupies the best portion of the North American continent. Our fortunate location enables us to avoid the numbing cold of Northern Canada and the enervating heat of Central America. Our climate and soil conditions are sufficiently varied to permit the growth of a wide range of products. A broken coastline provides us with numerous fine harbors while a network of rivers furnishes us with natural avenues of transportation and excellent sources of hydro-electric power. Immense areas of fertile farm land, of virgin forests, and of timely discovered mineral deposits laid the basis for our economic development and the foundation of our national wealth.

GEOGRAPHY OF THE UNITED STATES

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #31371 *The American Indian: Before the White Man*, 1972 MPS #31372 *The American Indian: After the White Man Came*, 1972 MPS #27870 *The English and Dutch Explorers*, 1966 MPS #25971 *Who Discovered America?*, 1972
Major physical features of North America.	Activity: On an outline map of North America have students locate and print the names of the following: Large Bodies of Water Atlantic Ocean Pacific Ocean Gulf of Mexico Caribbean Sea Gulf of California Hudson Bay Lakes Lake Superior Lake Michigan Lake Huron Lake Erie Lake Ontario Lake Champlain Great Salt Lake Salton Sea Rivers Mississippi River Missouri River Ohio River James River Hudson River St. Lawrence River Rio Grande River Nueces River Columbia River Snake River Colorado River

Concepts, People, and Events	Teaching/Learning Activities and Media
	Mountains Appalachian Highlands (Blue Ridge Mountains Appalachian Ridge and Valley Chain Cumberland Plateau) Rocky Mountains (Pacific) Coast Range Cascade Range Sierra Nevada Range Black Hills Plateaus, Basins, and Plains Atlantic and Gulf Coastal Plain Central Plains (Northwest Territory Area) Great Plains Wyoming Basin Columbia Basin Great Basin Colorado Plateau Columbia Plateau Central Valley of California
Concept(s): - Early humans in North America - Mass migration - Ice Age/Continental Glaciation - Changes in sea level/land bridge from Asia to North America	Resource/Activity: Robert E. Burns Episodes in American History: Early Americans (Ginn and Company), 1973, pp. A9-A13; p. A19, map of migration routes
Concept(s): - Distribution and settlement of Native Americans - Tribal territory identification	Resource/Activity: Robert E. Burns Episodes in American History: Early Americans (Ginn and Company), 1973, pp. A25 (Building in Ancient America) -A28 (NB, map, p. A27)
Events: - Voyages of discovery	Resource/Activity: M. S. Branson "Drawing Conclusions from Maps", Inquiry Experiences in American History (Ginn and Company), 1970, p. 5
Event: - Columbus' "discovery" of America	Resource: "First Voyage of Columbus", (Cartocraft Teaching Aids, Vol. III, No. 5, Series 1962-63) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)

Concepts, People, and Events	Teaching/Learning Activities and Media
Event: - Columbus' "discovery" of America	Resource: James and Davis "The Historic Voyages of Christopher Columbus", The Wide World pp. 54-58 (Esp. map, p. 55)

Concept:
- Transportation
    - Exploration routes
    - "Northwest Passage"
	Resource:
	"Rivers of North America", (Cartocraft Teaching Aids, Vol. VIII, No. 2, Series 1967-68) (Attached)

Concept: - Settlement sites - Intracoastal transportation	Resource: "Atlantic Coastline of North America", (Cartocraft Teaching Aids, Vol. VIII, No. 3, Series 1967-68) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Settlement factors - Site and situation People: - The Pilgrims Event: - Establishment of the Plymouth Colony	Resource: "Our Pilgrim Forefathers", (Cartocraft Teaching Aids, Vol. V, No. 1, Series 1964-65) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)

Concept:
- Transportation/settlement site
    - Fall line (head of tide-water navigation)
    - Break-in-bulk/trans-shipment point
	Activity:
	Have students identify the "fall-line" on a map of Eastern United States by:
	- locating and labeling the "fall-line" cities of:
	Trenton, New Jersey
	Philadelphia, Pennsylvania
	Wilmington, Delaware
	Baltimore, Maryland
	Washington, D.C.
	Richmond, Virginia
	Raleigh, North Carolina
	Columbia, South Carolina
	Augusta, Georgia
	Macon, Georgia
	Columbus, Georgia
	- connecting with a dotted line these cities to delineate the fall-line. (NB The Piedmont lies to the west and north of this line. The coastal plain lies to the east and south.)

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Resource base (culturally defined)	Resource: "The Continental Shelves", (Cartocraft Teaching Aids, Vol. III, No. 1, Series 1966-67) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Areal differentiation - Economic development of the colonies by section - North (NE), Middle, South	Resource/Activity: M. S. Branson "Using All the Information A Map Can Supply", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 19-21
Concept: - Areal differentiation - Environmental influences on differential social and economic development of the colonies by section - North (NE), Middle, South	Activity: Have students make inferences concerning the influences of the natural physical environment and the economy and social order provided in the accompanying chart. Have students fill in information on religion and political structures.
Concept: - Colonial population growth and dispersion	Resource/Activity: M. S. Branson "Interpreting Special Kinds of Maps", Inquiry Experiences in American History (Ginn and Company), 1970, p. 22
Events/People: - Pontiac's war - Proclamation of 1763	Resource/Activity: Robert E. Burns Episodes in American History: Early Americans (Ginn and Company), 1973, pp. A61-A70 (NB, map, p. A65)

NORTH (New England)

GEOGRAPHY Natural Physical Environment	ECONOMY	SOCIAL ORDER
- Continental glaciation left poor, thin, rocky soil except in some river valleys. - Landscape hilly to mountainous with local relief running 1000 feet to 3000 feet (highest mountain 6000 feet) with narrow coastal plain. - Short, rapid rivers with fall-line near tidewater; good sources of water power, poor navigation. - Climate severe: cold, snowy winters; short cool summers, moist the year around. - Some excellent natural harbors in drowned river mouths protected by sand and gravel bars. - Wide continental shelf provided nearby rich fishing grounds. - Some low-grade deposits of bog iron ore.	- Small family farms concentrated in river valleys and on narrow coastal plain. - Gathering and processing of forest products, especially lumber and spars for shipbuilding. - Shipbuilding, trading, fishing, whaling. - Small home craft industries. - Considerable surplus wealth accumulated as profits from trading and fishing. - Money economy and middle class supplanted landed gentry. - Surplus of skilled labor. - Some slavery - abolished early for religious and economic reasons.	- Traditional social classes based upon land ownership and church affiliation. - Growth of money economy and middle class produced new, more fluid social structure. - High class: - clergy, merchants, bankers, traders - Middle class: - small landowners, storekeepers, government workers, craftsmen - Lower class: - laborers, sailors, small factory workers, farm hands - Lowest class: - indentured servants - slaves

MIDDLE

GEOGRAPHY Natural Physical Environment	ECONOMY	SOCIAL ORDER
- Not affected by continental glaciation. - More generally higher mountains. - Longer rivers, some cutting natural gaps through mountain chain. - Wider coastal plain with loose, sandy soils (some coastal marshland). - Piedmont (mountain foothills) growing wider to the south. - Good soil in valleys of the Piedmont. - Moderate climate: cool, moist winters; warm moist summers. - Excellent natural harbors near mouths of rivers and estuaries. - Fall-line cities (head of tidewater navigation) further inland. - Rich deposits of coal and iron ore in Pennsylvania and mountains of Virginia.	- Small family farms predominated raising livestock and grains. - Some large plantations along lower reaches of rivers. - Some shipbuilding in New York and Philadelphia harbors. - Industries developed around iron and coal fields (Valley Forge, etc.). - Labor supplied by immigrants from many countries. - Slaves used profitably on large plantations raising rice and indigo, and later cotton and tobacco.	- Traditional social classes based on land ownership, but shifted soon to the class structure of a money economy. - Social mobility more possible. - More westward expansion promoted more frontier equality. - Settlers came from more diversified backgrounds. Many nationalities and religions represented.

SOUTH

GEOGRAPHY Natural Physical Environment	ECONOMY	SOCIAL ORDER
- Not affected by continental glaciation. - Mountain ranges widest and highest but end here. - No natural easily traversed gaps in mountain ranges. - Piedmont widest here. - Wide coastal plain extending west along Gulf Coast. Marshes and swamps near coast. - Many navigable rivers running to the Atlantic Ocean and Gulf of Mexico. - Natural harbors at river mouths. - Rich soils on coastal plain and in valleys of the Piedmont. - Mild climate: warm, moist winters; hot moist summers. - No significant deposits of minerals except near Birmingham, Alabana.	- Large farms and plantations raising money crops such as rice and indigo (later cotton and tobacco) predominant. - Little or no industry. - Large plantations generally self-sufficient; like feudal manors of the middle ages. - Black African slave labor widespread and growing. - Wealth concentrated in hands of landowners. - Few towns, but had great importance as commercial and shipping centers.	- Traditional rigid "old world" social structure maintained. - Patterned after landed gentry of England and enforced by ritual and custom. - Upper class: - plantation owners - Middle class: - craftsmen, merchants, clergymen, small landowners - Lower class: - indentures, laborers - Lowest class: - slaves

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Spatial interaction - The British Empire in 1774	Resource/Activity: M. S. Branson "Understanding What An Empire Means", Inquiry Experiences in American History (Ginn and Company), 1970, p. 31
Territorial land claims after the French and Indian War	Activity: - On an outline map of North America have students indicate the following by correctly labeling and shading: - British possessions at the opening of the French and Indian War (1754) - Territory ceded to Great Britain by France in 1763 - Territory ceded to Great Britain by Spain in 1763 - Spanish possessions in North America at the beginning of the French and Indian War (1754) - Territory ceded to Spain by France in 1763 - Trace the proclamation line of 1763.
Campaigns of the American Revolution - Most major battles were fought on or near water bodies or watercourses. - Americans, lacking a navy, generally moved by land. - British troop movements usually involved ships of the line.	Activity: - Direct students to provide the following information on outline maps of Eastern United States: 1. Washington's New Jersey Campaign (1776-77) - Trace the route taken by Washington's army beginning with the Battle of Long Island (August, 1776) and ending with the establishment of winter quarters at Morristown (January, 1777). - Locate and label: Long Island, Fort Washington, Fort Lee, Trenton, Princetown, Morristown. 2. British Hudson River Campaign (1777) - Trace the routes of Burgoyne and St. Leger. Draw a dotted line to show the route Howe was supposed to take.

Concepts, People, and Events	Teaching/Learning Activities and Media
	- Locate and label: Montreal, Crown Point, Ticonderoga, Bennington, Saratoga, Oswego, Oriskany, Albany. 3. The Northwest Campaign (1778-79) - Trace the route taken by George Rogers Clark in his invasion of the Northwest. - Locate and label: Pittsburgh, Kaskaskia, Canokia, Vincennes. 4. The Campaign in the South (1780-81) - Trace the route taken by Cornwallis in the campaigns of 1780 and 1781. - Locate and label: Charleston, Camden, King's Mountain, Guilford Court House, Yorktown. - Trace the route taken by Washington in his march from Morristown to Yorktown (1781). - Show the position of French fleet at the Battle of Yorktown.
Territorial land claims after the American Revolution.	Activity: - On an outline map of North America have students indicate the following by drawing the boundaries and labeling correctly: - The area of the United States in 1783 - British territory in 1783 - Spanish territory before the American Revolution - Territory ceded to Spain by Great Britain in 1783 - Territory claimed by Russia in 1783 - Unexplored regions

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #88520 Whales and Whalerman, 1965 MPS #12101 Lewis and Clark Journey, 1968 MPS #27241 Our Small Town Heritage: Memories of Main Street, 1974 MPS #26780 U.S. Expansion - The Northwest Territory, 1958
Territorial land claims of states after the American Revolution.	Activity: - On an outline map of Eastern United States have students locate and label: - The 13 original states - The Ohio and Mississippi Rivers - The St. Lawrence River - Each of the 5 Great Lakes - British land claims - Spanish land claims
Overlapping land claims of some states after the American Revolution.	Activity: - On an outline map of the northern portion of Eastern United States have students locate and label the conflicting land claims of the following states: - Virginia - Massachusetts - Connecticut - Western Reserve (Connecticut) - Wyoming Valley - Proposed State of Franklin (See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 85 (map)
Concept: - Accessibility - Westward movement - Drainage basins (rivers) - Transportation routes	Activities: - "Predictions of Urban Growth", High School Geography Project, Geography in an Urban Age, Unit I, Geography of Cities, Student manual, pp. 3-5; Teacher guide, pp. 5-9 (This material is available from the MacMillan Company; however, it has been in the public domain since August 31, 1976 and may be reproduced.)
Concept: - Accessibility - Westward movement - Settlement patterns	Resource/Activity: "Expansion West of the Allegheny Mountains Followed a Pattern", use maps as evidence. (Attached).

Expansion West of the Allegheny Mountains Followed a Pattern:

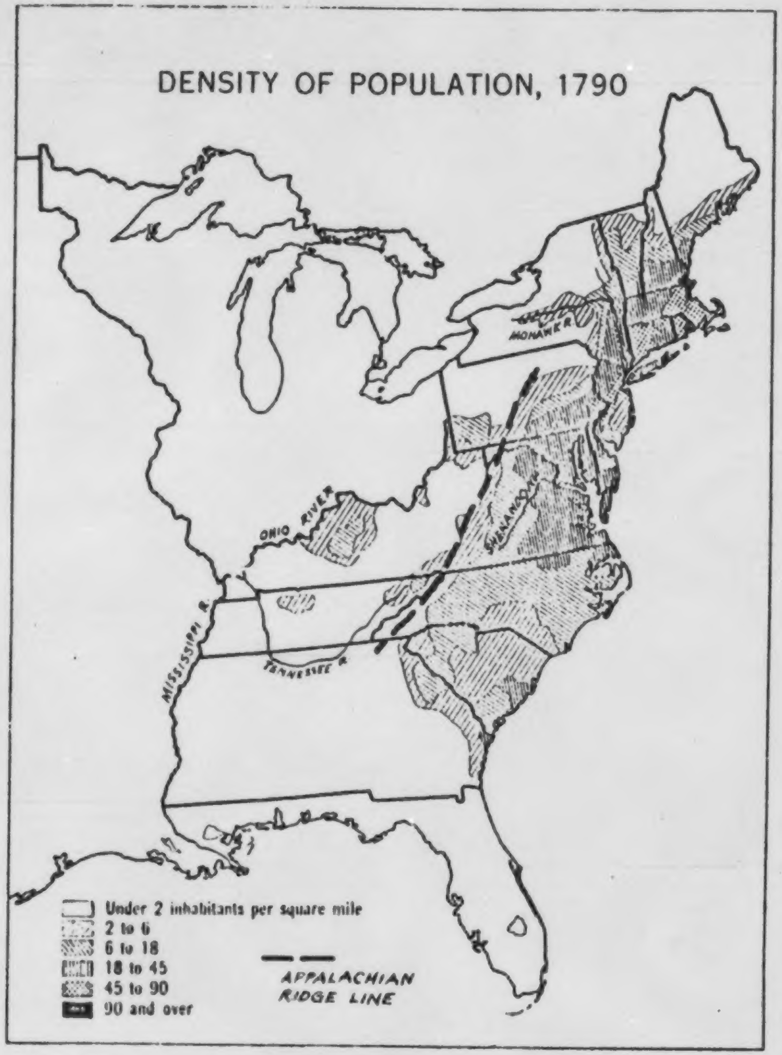
From the evidence these demographic maps provide, one can infer that in the early 1800's, settlers tended to follow the waterways in their spreading out into the Frontier and in the establishment of permanent settlements.

Simple and straightforward as this generalization is, it is central to understanding Frederick Jackson Turner's themes on how early settlement patterns were largely determined by geographic features, particularly rivers. Likewise, the social, economic, and political implications of this pattern are important in understanding how the Frontier developed as a distinct region with its own peculiar interests. Regionalism was another of Turner's important themes and was a significant factor in the coming of the Civil War.

The teaching strategy might be simply to ask the students if they can see any pattern of settlement develop over the period of time indicated. Clarify the density code if necessary. Remind the students that the area under consideration is the Frontier, i.e. the area west of the Allegheny Mountains indicated by the ridge line. Point out, if necessary, that a pattern will involve heavier density. Should the students need more direction, ask that they generalize where people are to be found and where they are not.

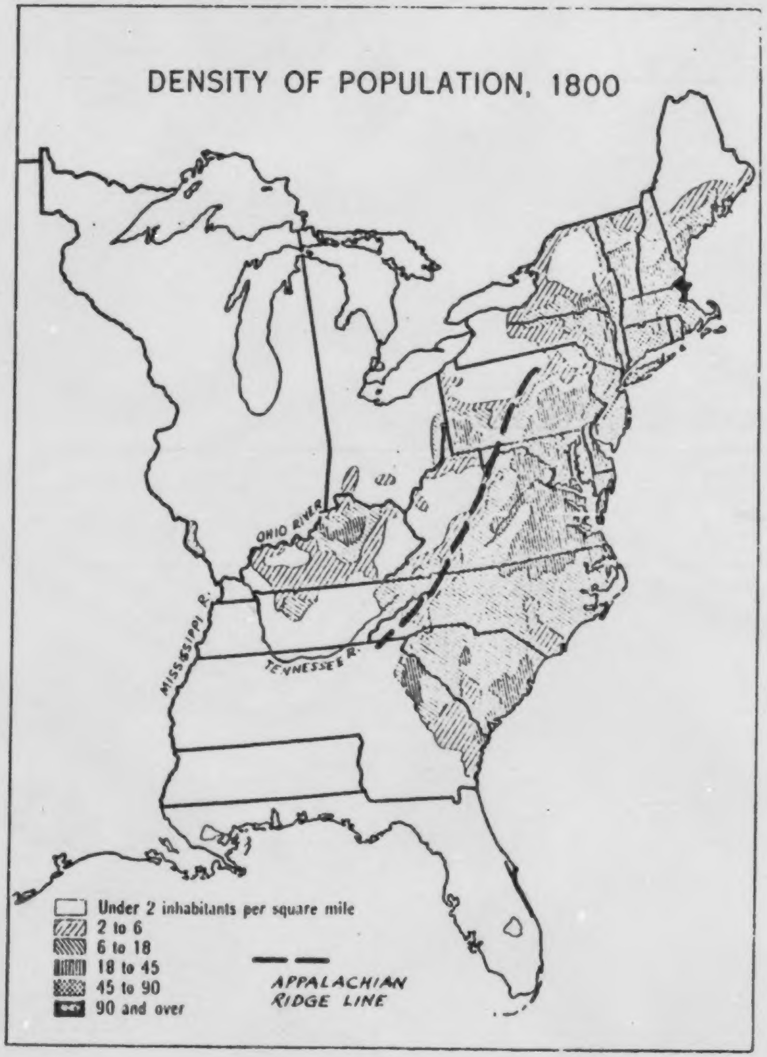
With the primary generalization achieved, one might ask what might result from this pattern? Economic implications? Political? Regional? Social?

Another, quite different, settlement pattern will appear west of the Mississippi after 1860.



DENSITY OF POPULATION, 1790

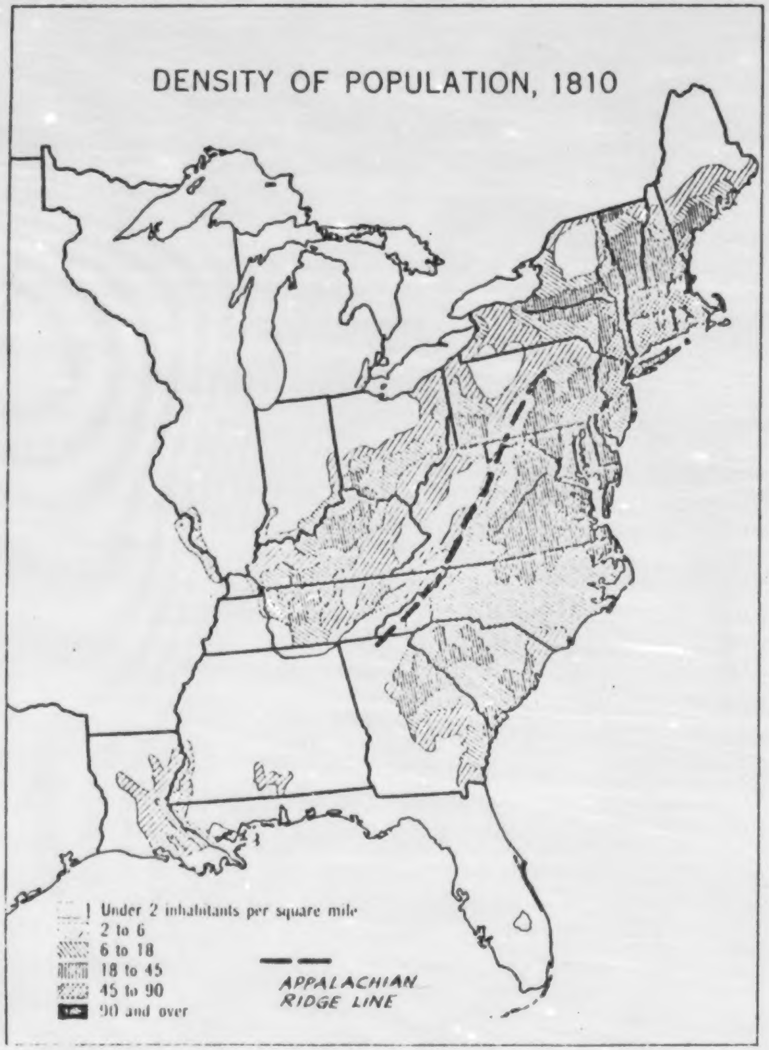
MOHAWK R.
OHIO RIVER
SHENANDOAH R.
MISSISSIPPI R.
TENNESSEE R.
Under 2 inhabitants per square mile
2 to 6
6 to 18
18 to 45
45 to 90
90 and over
APPALACHIAN RIDGE LINE



DENSITY OF POPULATION, 1800

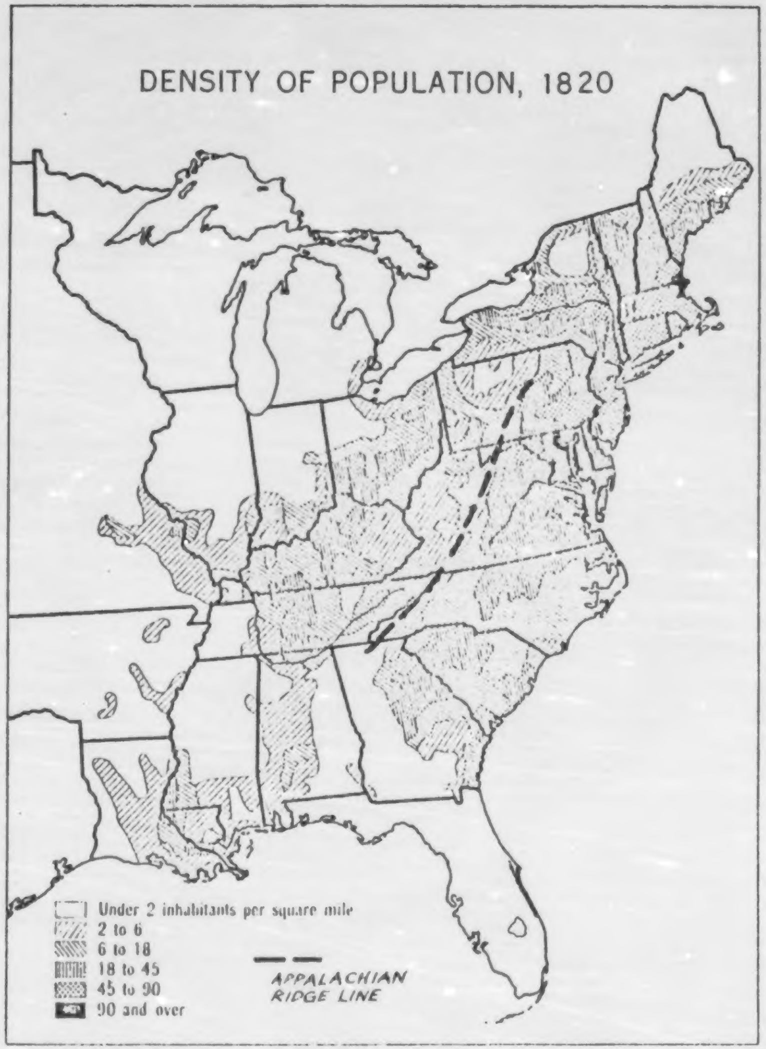
OHIO RIVER
MISSISSIPPI R.
TENNESSEE R.
Under 2 inhabitants per square mile
2 to 6
6 to 18
18 to 45
45 to 90
90 and over
APPALACHIAN RIDGE LINE

BEST COPY AVAILABLE



DENSITY OF POPULATION, 1810

Under 2 inhabitants per square mile
2 to 6
6 to 18
18 to 45
45 to 90
90 and over
APPALACHIAN RIDGE LINE



DENSITY OF POPULATION, 1820

Under 2 inhabitants per square mile
2 to 6
6 to 18
18 to 45
45 to 90
90 and over
APPALACHIAN RIDGE LINE

BEST COPY AVAILABLE

Reprinted by permission of the National Council for Geographic Education.

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Time/Distance - Travel times in early America	Map Activity: - On a map of Eastern United States have students indicate average travel times from New York City about 1800. (See: Edgar B. Wesley Our United States: Its History in Maps (Denoyer-Geppert Company) Atlas A-48c, p. 30 - Have students compare these travel times with present-day travel times. - Comment on communication times and turn-around time on exchange of information then and now.
Concept/Event: - The importance of relative location - Louisiana Purchase	Resource/Activity: L. W. Latour "New Orleans - Key to the Louisiana Purchase", Inquiry Experiences in Geography (Xerox, Ginn and Company), 1973, pp. 100-102
Concept/Event: - Geographic exploration - Lewis and Clark expedition	Resource/Activity: M. S. Branson "President Jefferson's Orders to Meriwether Lewis - What They Reveal About Jefferson the Man", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 50-52

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, and events of this unit.	Films: MPS #27780 Canals: Towpaths West, 1965 MPS #25390 Plantation System in Southern Life, 1951 MPS #25090 Pony Express, 1950 MPS #58040 The Prairie, 1954 MPS #24510 Saga of the Erie Canal, 1971 MPS #24647 You Are There Series: Ride for the Pony Express, 1972
Concepts: - Accessibility - Areal interaction - Transportation route - Goods - Human migration	Resource: "Erie Canal Thoroughfare", (Cartocraft Teaching Aids, Vol. VI, No. 5, Series 1965-66) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Accessibility - Transportation systems - Ohio-Mississippi drainage system	Map Activity: On an outline map of Eastern United States have students trace and label: - Canals that attempted to connect the Atlantic Seaboard with the Ohio River and the Southern Great Lakes with the Ohio and Mississippi Rivers. - The National Road - The Fall-Line Road (See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 229 Todd and Curti Rise of the American Nation (Harcourt, Brace Jovanovich) p. 287)
Concept: - Natural physical features	Resource/Activity: M. S. Branson "Was He Right? - Checking Facts by Consulting A Map", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 56-57
Concept/Event: - Impact of climate, topography, and distance on westward migrations	Resource Activities: - "How Did the Pioneers Find Their Way West?" - "Overland By Wagon - An Eyewitness Account" - "Analyzing A Letter of Advice" (All of the above found in: M. S. Branson Inquiry Experiences in American History (Ginn and Company), 1970, pp. 58-66

Concepts, People, and Events	Teaching/Learning Activities and Media

Concept:
- Climatic factors in:
  - Settlement patterns
  - Land use
	Map Activity:
	- On an outline map of the United States have students mark in and label:
	1. The 100° meridian of East longitude (See: Evan Jones et al *The Plains States* (Time-Life Library of America) (Time-Life Books), 1968, p. 15)
	2. Area with 200 or more days of growing season (See: Kohn and Drummond *The Wide World* (Webster/McGraw-Hill), p. 52)
	3. The "Great American Desert" (See: Bragdon, McCutchen, Cole *History of A Free People* (MacMillan and Company), p. 255)
	Explanatory notes:
	1. The 100° meridian is generally considered the dividing line between normal and special agriculture. East of this line annual precipitation generally averages up to 20 inches making normal livestock raising and grain farming possible. West of the 100° meridian insufficient precipitation necessitates special farming practices such as irrigation and/or dry farming.
	2. Cotton requires 210 frost-free days to mature. The area of the United States that combined sufficient precipitation and the appropriate number of frost-free days tended to delimit the cotton culture and, to some degree, the expansion of slavery.
	3. The "Great American Desert" designation appeared on some maps after several exploratory expeditions revealed minimal precipitation conditions on the high plains of Western Kansas and Nebraska and Eastern Colorado and Wyoming.

Concepts, People, and Events	Teaching/Learning Activities and Media

Concept/Event:
- Time-Distance/Accessibility
  - Transportation
  - California Gold Rush
	Activity:
	- Distribute to students copies of the accompanying map showing land and water routes to the California gold fields (or make an overhead transparency from the accompanying black and white master).
	- Have students speculate on the time required for each mode of transportation.
	- Have students speculate on the hardships that might be encountered on both the land and sea routes.
	- Have students write a short paper comparing the advantages and disadvantages of the two modes of transportation.

Events: - Westward movements - Transportation routes	Activity: - On an outline map of the continental United States have students trace and label: 1. Routes to the West (1769-1830) - Main routes in the settlement of the territory between the Alleghenies and the Mississippi River - Boone's Wilderness Road - The Cumberland Road - The Erie Canal - The Philadelphia-Pittsburgh Canal and Road - Locate and label: Hudson River, Ohio River, Wabash River, Lake Erie, Albany, Buffalo, Cumberland, (Maryland), Wheeling, Columbus, Vandalia, Cumberland Gap. 2. Exploration of the Far West - Route of the Lewis and Clark Expedition (1804-06) - Route of Zebulon Pike's Expedition (1806-07) - Route of John C. Fremont's Expedition (1843-44) - Route of the Oregon Trail - Route of the Santa Fe' Trail - Locate and label: St. Louis, Santa Fe', Salt Lake City, Astoria, San Francisco, Los Angeles.

Concepts, People, and Events	Teaching/Learning Activities and Media

Concepts:
- Territorial expansion
- Manifest destiny
	Activity:
	- On an outline map of the continental United States have students outline and label:
	  - The original 13 colonies (1783)
	  - The Louisiana Purchase Territory (1803)
	  - Florida Purchase (1819)
	  - Texas Annexation (1845)
	  - Oregon Territory (1846)
	  - Mexican Cession (1848)
	  - Gadsden Purchase (1853)
	- Trace and label the portion of our Northern Boundary fixed by the following treaties:
	  - Treaty of 1783
	  - Treaty of 1818
	  - Treaty of 1842
	  - Treaty of 1846

Concept: - Demography - Percent of slaves in population over time	Resource/Activity: M. S. Branson "Gathering Information and Drawing Conclusions From Maps", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 49-50

Concept/Events:
- Areal differentiation/change over time
  - Slave and free areas
  - Compromise of 1820
  - Compromise of 1850
  - Impact of popular sovereignty
  - Impact of Dred Scott Decision
	Map Activity:
	- On an outline map of the contiguous 48 states have students make a composite representation of the changing free and slave areas of the United States from 1820-1860.

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #25900 Completion of the Transcontinental Railroad, 1955 MPS #25540 Custer - The American Surge Westward, 1968 MPS #64008 Screen News Digest, Vol. 9, Issue 8, Seward's Folly, 1967
Concept/Event: - Regional fragmentation - Secession of states from the Union	Map Activity: - On an outline map of the United States have students indicate the following: - Free states in 1860 - Loyal slave states - States that seceded before April 15, 1861 - States that seceded after April 15, 1861
Events: - Military strategy of the Civil War	Map Activities: 1. On an outline map of Eastern United States have students show the overall three-pronged ground attack of the Union including: - Control of the Mississippi River - Splitting the Confederacy from Atlanta to Savannah (Sherman's March to the Sea) - Taking of Richmond (the Confederate capitol) 2. On an outline map of Southeastern United States have students: - Trace the route of Grant from Forts Henry and Donelson to the fall of Vicksburg. - Trace the route of the Union fleet under Admiral Farragut in controlling the lower Mississippi River to Vicksburg. - Locate and label: Fort Henry, Fort Donelson, Shiloh, Vicksburg, Port Hudson, New Orleans. 3. On an outline map of Southeastern United States have students: - Trace the route taken by Sherman in his march from Tennessee across Georgia then northward to Raleigh, North Carolina. - Locate and label: Chattanooga, Kenesaw Mountain, Atlanta, Savannah, Columbia, South Carolina, Raleigh, North Carolina

Concepts, People, and Events	Teaching/Learning Activities and Media
	4. On an outline map of Eastern Virginia, Maryland, Southern Pennsylvania, and Delaware have students: - Trace the route taken by Lee in his invasion of Maryland in 1862. - Trace the route taken by Lee in his invasion of Pennsylvania in 1863. - Locate and label: Richmond, Washington, D. C., Antietam, Chancellorsville, Gettysburg. 5. On an outline map of Eastern Virginia, Maryland, Southern Pennsylvania, and Delaware have students: - Trace the route taken by Grant in his successful attack on Richmond in 1865. - Trace the route taken by Grant in pursuing Lee to surrender. - Locate and label: Spotslyvania Court House, Petersburg, Richmond, Appomatox Court House.
Concept: - Accessibility - Railroad transportation	Resource/Activity: "Railroad Lines on the Eve of the Civil War", Using maps as evidence, (NCGE convention, Milwaukee, 1972)
Concept: - Resource base	Resource/Activity: - Have students compare and contrast the human and economic resources of the Union and the Confederacy. Ask students to speculate on the degree to which these factors explain the Southern defeat. (See: Bragdon, McCutchen, Cole History of A Free People (MacMillan and Company), p. 356)

Railroad Lines on the Eve of the Civil War

Everyone know that one of the most severe handicaps under which the Confederacy had to conduct the Civil War was its inadequate railroad network. The present map, however, allows for a much more specific and sophisticated understanding of the real dimensions and characteristics of the problem.

Track mileage and density are the most familiar aspects of this problem. Consideration of the map should also make manifest the following: The directional orientation of Southern trackage created strategic handicaps for the South. Confederate trackage was frequently inadequate to supply the areas where most fighting took place. Finally, the use of different track gauges caused particular havoc with the utility of the railroads as an integrated regional networ,.

Procedures

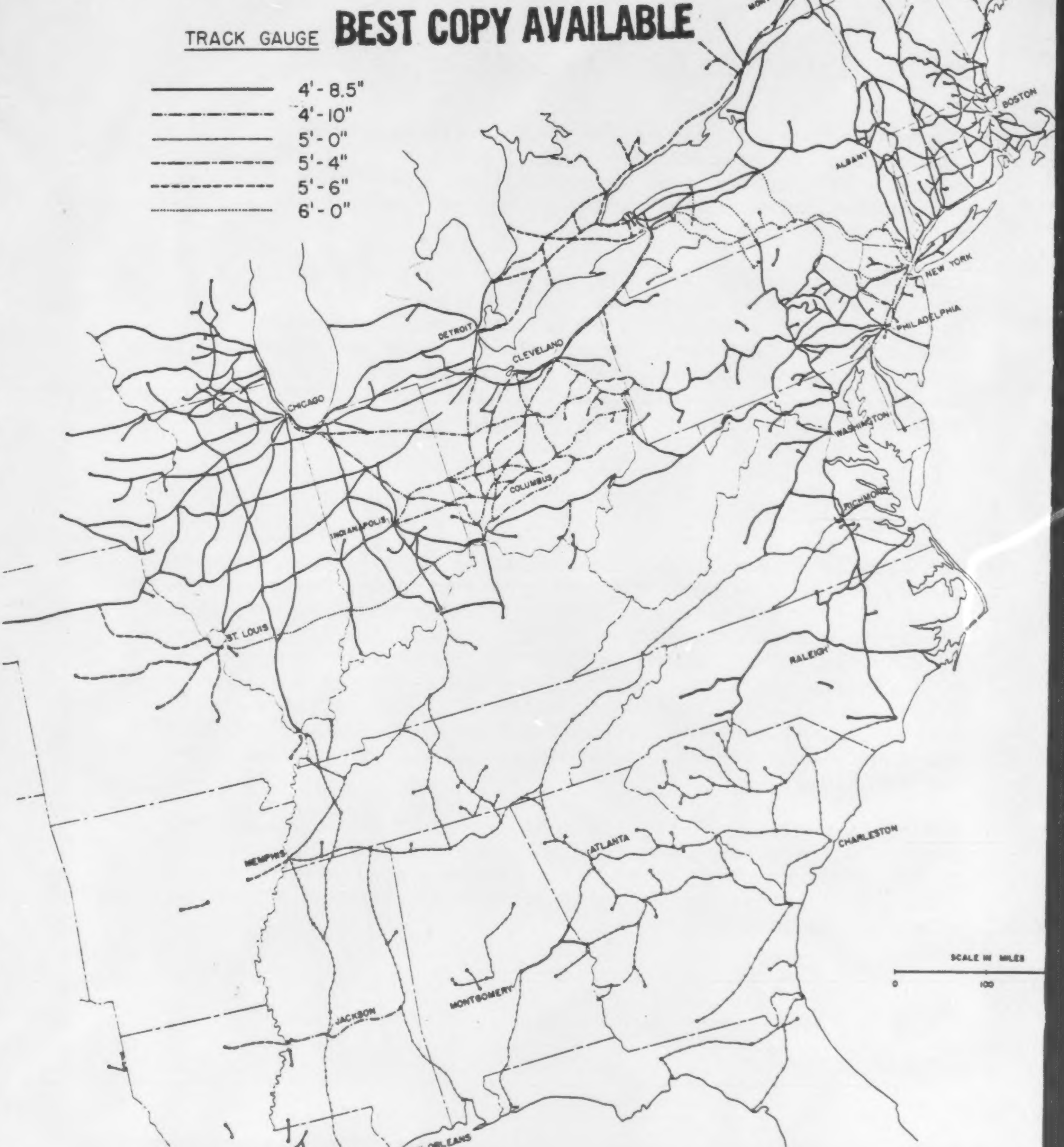
One might simply ask the students how they would characterize the difference between the rail networks in the North and in the South. This might elicit all the desired generalizations. More likely, students will notice the mileage and density differences quickly, but other generalizations can be elicited by a series of ligistical problems, such as: How would one get supplies between Atlanta and Raleigh, between Montgomery and New Orleans, between Jackson, Miss, and Mobile Ala.? And so on. Then one migh ask for the causes of problems. Was direction of the tracks a problem? Why? And the like.

One might explain the significnace of varied track gauges from the first. On the other hand, it might make the poing more vividly if the explanation is saved until students accidentally plot a direct route which proves to be impractical because of incompatible track gauges.

UNITED STATES AND CANADIAN

RAILWAYS - APRIL 1, 1861

BEST COPY AVAILABLE


TRACK GAUGE
4'-8.5"
4'-10"
5'-0"
5'-4"
5'-6"
6'-0"
MONTREAL
BOSTON
ALBANY
NEW YORK
PHILADELPHIA
DETROIT
CLEVELAND
CHICAGO
WASHINGTON
COLUMBUS
INDIANAPOLIS
RICHMOND
ST. LOUIS
RALEIGH
MEMPHIS
ATLANTA
CHARLESTON
MONTGOMERY
JACKSON
NEW ORLEANS
SCALE IN MILES
0
100

Reprinted by permission of the
National Council for Geographic Education.

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #42420 Meet the Sioux Indians, 1970 MPS #30900 Monument Valley: Land of the Navajos, 1965 MPS #23651 American Cowboy, 1969 MPS #30531 Ghost Towns of the Westward March, 1972 MPS #31411 The Great Plains, Land of Risk, 1968 MPS #24521 John's Train, 1972 MPS #19273 Our Immigrant Heritage, 1968 MPS #27450 The Real West, 1965 MPS #27920 The Saga of Western Man, Part I and II, 1966 MPS #64062 Screen News Digest, Vol. 14, Issue 6, The Golden Door, 1972 MPS #27150 U.S. Expansion - Settling the West, 1965 MPS #24553 Westward Movement III, Settling the Plains, 1965 MPS #43002 North American Indian, Part II, How the West Was Won and Honor Lost, 1971 MPS #43001 North American Indian, Part I, Treaties Made, Treaties Broken, 1971
Concept: - Urbanization	Activities: - Mapping, defining, explaining the impact of cities in the shaping of the American Nation (Journal of Geography), January, 1976, p. 41
Concept: - Immigration - Cultural diffusion/ assimilation	Activities: - Our Cultural Roots: A Classroom Exercise in Historical Geography (Journal of Geography), February, 1976, p. 82 (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept/Event: - Settlement of the frontier	Activity: "The Game of Farming - 1880-82" High School Geography Project, Unit II, Manufacturing and Agriculture (MacMillan and Company), 1971

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Transportation - The impact of railroads on: - Agriculture - Manufacturing - Demography (immigration, migration, and urbanization)	Resource/Activity: R. E. Burns, "The Railroad Age", *Episodes in American History: Division, Unity, and Expansion* (Ginn and Company), 1973, pp. C83-C90
Concept: - Population dispersion - Westward movement	Resource/Activity: M. S. Branson "Where is the Center of Population? Recognizing A Trend and Making Predictions", *Inquiry Experiences in American History* (Ginn and Company), 1970, pp. 96-97
Concept: - Resource depletion - The disappearing frontier	Resource/Activity: M. S. Branson "Forest Lands: Comparing Maps and Drawing Inferences", *Inquiry Experiences in American History* (Ginn and Company), 1970, pp. 101-102

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #27932 The U.S. in the 20th Century (1900-12), 1974 MPS #27930 The U.S. in the 20th Century (1920-32), 1968

Concept:
- The farm problem in the 1920's
  - Dry farming/irrigation
  - Impact of the market on farm prices
	Activity:
	"The Game of Farming", 1919-1921, High School Geography Project, Unit II, Manufacturing and Agriculture

Concept:
- Regional growth
  - Growth of the Union by states
	Map Activity:
	- On an outline map of the United States (with state boundaries) have students print the names of the 48 states and indicate the following:
	  - The original 13 states
	  - States admitted between 1789 and 1821
	  - States admitted between 1822 and 1861
	  - States admitted between 1862 and 1890
	  - States admitted between 1891 and 1912

Concept:
- Resource conservation
  - Wildlife and wilderness areas
	Resource/Activity:
	- On an outline map of the United States (including Alaska and Hawaii) have students:
	  - Locate and label the major national parks, seashores, and monuments.
	  - Locate and label national forests and grasslands.
	  - Locate and label national wildlife refuges.
	  - Locate and label public lands.
	- Have a student(s) research and report on the history and growth of the national park system.

Concept:
- Accessibility
  - Resources - iron ore, coal, limestone
  - Iron and steel plants
	Map Activity:
	- On an outline map of Eastern United States (including Minnesota) have students:
	  - Locate and label:
	    - The Mesabi iron range (1890's)
	    - Upper Michigan iron range
	    - Gary, Indiana; Detroit, Michigan; Toledo, Sandusky, Cleveland, Youngstown, Ohio; Erie, Pittsburgh, Pennsylvania

Concepts, People, and Events	Teaching/Learning Activities and Media
	- Coal fields of: - Southern Illinois - Southern Indiana - Western Pennsylvania - West Virginia - Trace the transportation routes that bring the raw materials together (water and rail).

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, and events of this unit.	Films: MPS #32632 *Hawaii's Asian Heritage*, 1966 MPS #30910 *Honolulu: Profile of Democracy*, 1965 MPS #33192 *The Panama Canal, Gateway to the World*, 1964 MPS #33121 *Philippines, Land and People*, 1964 MPS #32131 *Puerto Rico: Its Past, Present, and Promise*, 1965 MPS #25180 *Territorial Possessions of the U.S.*, 1953 MPS #26900 *U.S. Expansion Overseas (1893-1917)*, 1960 MPS #27933 *The U.S. in the 20th Century (1912-1920)*, 1974 MPS #32249 *Hawaii: Our Sugar Island*, 1975
Concept: - Accessibility - Transportation - The Panama Canal Zone	Resource/Activity: L. W. Latour "Man, the Land, and the Panama Canal Zone", *Inquiry Experiences in Geography* (Ginn and Company, Zerox), 1973, pp. 111-113
Concept: - Territorial growth of the United States - Imperialism	Map Activity: - On an outline map of the World (focusing on the Pacific Ocean) have students locate and label the following possessions of the United States: - Continental U.S. - Alaska - Panama Canal Zone - Puerto Rico - Virgin Islands - Guam - Philippine Islands - Hawaiian Islands - American Samoa - Aleutian Islands - Midway Island - Wake Island
Concept: - Territorial extension - Protectionism - Sphere of influence - Protection for the Panama Canal	Map Activity: - On an outline map of the Caribbean Sea region have students locate and appropriately indicate the following: - Countries of South America which border on the Caribbean sea

Concepts, People, and Events	Teaching/Learning Activities and Media

	- The major islands of the Caribbean Sea, including:
	  - Cuba
	  - Bahama Islands
	  - Virgin Islands
	  - Puerto Rico
	  - Haiti
	  - Dominican Republic
	- Color all territory of the United States (including the Panama Canal Zone).
	- Use a different color to indicate protectorates of the United States.
	- Cross-hatch those countries or islands in whose affairs the United States had intervened during the time period 1890's to 1920's.

Concept:
- Strategic location
  - Caribbean Island nations
  - Panama Canal
	Resource/Activity:
	- See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 571, "Unrolling the Map", #1

Concept/Event:
- Accessibility/Transportation
  - World War I
  - American supply ships vs. German submarines
	Map Activity:
	- On an outline map of the North Sea and surrounding land areas have students:
	  - Locate and label French, British, and Irish ports where American supply ships docked.
	  - Locate and label German submarine bases.
	  - Locate and label anti-submarine net.
	  - Locate and label British-American and Norwegian mine fields.
	  - Locate and label the approximate location of the Lusitania when sunk by a German submarine (U-200).

Concept/Event: - Locational factors - World War I	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 571, "Unrolling the Map", #2

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #63030 Magic Highway U.S.A., 1965 MPS #27931 The U.S. in the 20th Century (1932-1940), 1968
Concept: - Relative location (urban growth and industrial location) - Site and situation - Comparative advantage	Activity: - Camelump: A Geography of Urban Growth (MPS Urban Studies Guide), pp. 21a and 21b
Concept: - The farm problem in the 1930's - The Dust Bowl - The Great Depression	Activity: "The Game of Farming" - 1933-1935 High School Geography Project, Unit II, Manufacturing and Agriculture (MacMillan and Company), 1971
Concept: - Resource depletion and creation - The "Dust Bowl" of the 1930's - The Tennessee Valley Authority	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 633, "Unrolling the Map"

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept/Event: - World conflict - World War II	Resource/Activity: M. S. Branson "How Much of the World Was at War? A Map Study", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 130-131
Concept: - Interdependence of nations - Western hemisphere "Good Neighbor" policy	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 666, "Unrolling the Map", #1
Concept/Event: - Conflict - World War II	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 667 "Unrolling the Map", #2

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films:
	MPS #41013 *Energy vs. Ecology: The Great Debate*, 1974
	MPS #66680 *Farming the Woodlands*, 1961
	MPS #33221 *Geography of the U.S.: The Great Plains*, 1973
	MPS #33222 *Geography of the U.S.: The Middle West*, 1973
	MPS #34461 *The Great Lakes: North America's Inland Seas*, 1971
	MPS #30530 *The Interior West, The Land Nobody Wanted*, 1968
	MPS #67250 *The Lumberman*, 1966
	MPS #51330 *The Minerals Challenge*, 1970
	MPS #30500 *North American Regions: The Intermountain Highlands*, 1968
	MPS #33281 *The Northeast, Headquarters for a Nation*, 1968
	MPS #34021 *The Northeast, Port of New York*, 1968
	MPS #30720 *The Southeast: Challenge and Change*, 1965
	MPS #63040 *The St. Lawrence Seaway*, 1956
	MPS #78869 *Steel on the Rouge*, 1971
	MPS #28230 *The St. Lawrence - More Than a River*, 1974
	MPS #42555 *The American Indian Speaks*, 1973
	MPS #66365 *The Farmer in a Changing America*, 1973
	MPS #88600 *The Rouge*, 1970
	MPS #27921 *Saga of Western Man - 1964, Parts I and II*, 1972
	MPS #64056 *Screen News Digest, Vol. 13, Issue 9, The Automobile in America*, 1971
	MPS #24781 *The American Wilderness*, (*Parts I and II*), 1971
	MPS #51446 *The Slow Guillotine, Parts I and II, Urban Strangulation*, 1969
	MPS #28221 *1985, Environmental Development*, 1970
	MPS #33901 *California: A Case Study in Industrial Development*, 1972

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Resource base - Use and abuse	Activities: - Resources, The Environment and the American Experience (Journal of Geography), January, 1976, p. 28 (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
- Internal migration/population implosion - Urban coalescence	- The "Midwest Megalopolis" (MPS Urban Studies Resource Guide), 1974, pp. 116A to 116I
Concept: - Areal differentiation and change - School segregation	Resource/Activity: M. S. Branson "Words and a Map: Discovering the Changes in Schools that a Supreme Court Decision Triggered", Inquiry Experiences in American History (Ginn and Company), 1970, pp. 133-135
Concept: - Location - Factors affecting the location of a manufacturing plant	Activity: - "Locating Metfab", A role playing simulation activity that involves the students in the complex decision making process of a corporate management team. (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Accessibility - Great Lakes/St. Lawrence Seaway	Map Activity: - Make an overhead transparency of the Great Lakes and the St. Lawrence River. - Draw in the flow of iron ore from its sources to the processing sites. - Draw in the flow of grains from growing areas to the markets. See: Sail the Seaway and Save, an information sheet available from: St. Lawrence Seaway Development Corporation Seaway Circle Massena, New York 13662

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL (1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
The films listed will illustrate some of the geographic concepts, people, or events of this unit.	Films: MPS #64890 Screen News Digest, Vol. 8, Issue 1, South Vietnam, 1965 MPS #64920 Screen News Digest, Vol. 8, Issue 4, Dominican Republic, 1965 MPS #64930 Screen News Digest, Vol. 8, Issue 5, Cuban Missile Crisis, 1965 MPS #64750 Screen News Digest, Vol. 6, Issue 2, Peace Corps, 1963 MPS #64009 Screen News Digest, Vol. 9, Issue 9, Latin America, 1967 MPS #64091 Screen News Digest, Vol. 18, Panama Canal, 1976 MPS #64080 Screen News Digest, Vol. 17, Issues 2 and 3, Detente, 1974 MPS #64049 Screen News Digest, Vol. 13, United Nations, 1970 MPS #64087 Screen News Digest, Vol. 18, Issue 4, U.S. and Cuba, 1975 MPS #15547 World at U.N. Plaza, 1972 MPS #27812 Not so Long Ago - 1945 - 1950, 1965
Concept: - Interdependence of nations - The American "melting pot" or "ethnic stew"	Activity: - Membership in a Global Society (Journal of Geography), January, 1977, p. 18 (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Interdependence of nations - Sharing of scientific progress	Activity: Operation Bigger Beef, High School Geography Project, Activities (Public domain since August 31, 1976) (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)
Concept: - Spatial interaction - World trade/deep water ports	Resource/Activity: L. W. Latour "Deep Water Ports and Shipping", Inquiry Experiences in Geography (Ginn and Company, Xerox), 1973, pp. 132-135

Concepts, People, and Events	Teaching/Learning Activities and Media
Concept: - Spatial interaction - Interdependence of nations	Resource/Activity: M. S. Branson "Telling it Like it is: Using Maps to Discover Relationships in Today's World", Inquiry Experiences in American History, (Ginn and Company), 1970, pp. 155-157
Concept: - Spatial interaction - Foreign entanglement	Resource/Activity: M. S. Branson "Tracing Changes in U.S. Involvement in Southeast Asia", Inquiry Experiences in American History (Ginn and Company), 1970, p. 167
Concept/Event: - Areal interaction - The "Cold War"	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 717 "Unrolling the Map", #1
Concept: - Areal interaction - Asian "Shatter Belt" (Southeast Asia)	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 717 "Unrolling the Map", #2
Concept/Event: - International tensions - The "Cold War"	Resource/Activity: See: Bragdon, McCutchen, Cole History of a Free People (MacMillan and Company), p. 747 "Unrolling the Map", #1
Concept/Event: - Regional fragmentation - Southeast Asian "Shatter Belt" - Vietnam conflict	Activity: "Escalation: A Simulation of Contemporary Geopolitics" A simulation of the complex factors of the American involvement in the Vietnamese problem. (A sample copy of this material is on file in the Social Studies Office at the Administration Building.)

POLITICS AND GOVERNMENT IN AMERICAN LIFE

Introduction

"I've only got 180 hours. How can I possibly touch on all that, much less, do a good job of it?" That is the lament from every teacher lounge in the land. It is particularly true of the strand, "Politics and Government in American Life." There are more ideas, complex ones, more people and more laws than you can shake a kid at.

What follows here is an effort to boil down the American political experience into eight operative ideas and to suggest some of the places where those ideas can be taught. The ideas of democracy, power, and policy-making occur in profound ways throughout our history. It is our obligation to lead students to an intellectual comprehension and, hopefully, an emotional commitment to those concepts.

The opportunities abound; the time is limited. If you can manage no more than one concerted effort in this strand of American history, I recommend it be in Unit III, "The New Nation." Take 10 to 15 hours to do a complete job of examination of the Constitution of 1789. This is the heart of our system. Students must understand the mechanism of the Constitution if they are to see the living reason for personal liberty to have survived as well as it has. Where liberty has been lost, it is that mechanism that was faulty and they can find ways to rectify things ... in the Constitution. Make sure they know that document.

Now, if you can afford two blocks of time on this strand, make it: (A) the Constitution, and (B) any sequence which exposes the interaction of Congress, the President, and the courts; that "L.E.J.", legislative, executive, judicial functioning is the place where it happens. It's where policy evolves, where political constituencies pay off, where power bears down on one group, and where benefits accrue to another. Pick Unit IV and its compromises prior to the Civil War, or Unit VII, the progressive era legislation, Unit IX, depression legislation, or Unit XI, Watergate and Nixon's fall; but take the time to do a first-class job of convincing students that the interaction of the branches or our government is real and powerful.

Can you give me three turns? Great! Make it: (A) the Constitution, (B) L.E.J., and (C) any civil rights sequence combining the conflict between personal liberty and social power. Consider Unit II, causes of the Revolution, Unit IV, the abolition movement, Unit V, reconstruction and resegregation, Unit VIII, the red scare, or Unit XI, the 1960's Black and Latino movements. Again, do a good job. Set it up with enough time and the right activities to make the students see that "civil" in civil rights means them. It means everyone of us civilians. It means the heart of the American political experiment which tries to create a government powerful enough to defend us against nations but powerless to tyrannize a single person.

It may be an impossible experiment, but we have an impressive start on it and we history teachers can keep the next generation at it.

POLITICS AND GOVERNMENT IN AMERICAN LIFE

Key	Concepts, People, and Events
	Concepts
R/P	1. Personal rights vs. government power
D	2. Democracy vs. limited government
C	3. Constitutionalism
P	4. Policy
PP	5. Political party
LEJ	6. Legislative/executive/judicial functions
F	7. Federalism
PC	8. Political constituencies
	Persons and Groups
R/P,D, F,PP	Jefferson - the democratic philosopher
C,P, LEJ	Washington - the hero executive
D,C, LEJ	Marshall - the forward-looking judge
R/P,D, PC,F	Calhoun - the minority advocate
LEJ, D, P	Clay - the legislative compromiser
PC,P, R/P	Lincoln - the reconciling executive
R/P, LEJ	LaFollette - the legislative conscience
D,P,F, C,LEJ, PP	F. D. Roosevelt - the inspirational executive

Teaching/Learning Activities and Media

Lecture and Discussion Focus

Aim all of your words and activities at the eight course dominant concepts. All of the unit concepts, people, and events are opportunities to burn-in one or another of the eight concepts. Use the eight course dominant persons as models of the political types who have led America. Use the documents as your year-long focus for the legal underpinnings of American life and liberty.

Research, Composition, and Exposition

Every history classroom should contain:

Commager, et al. Documents of American History, Appleton-Century-Crofts

Morris The Encyclopedia of American History, Harper and Row

United States Department of Commerce Historical Statistics of the United States, Colonial Times to 1970, USGPO

Use the bibliography in your textbook for library order suggestions. MPS adoption, Todd and Curti Rise of the American Nation, Harcourt, Brace, Jovanovich, has excellent bibliographies.

Set six week mark period requirements for outside reading and theme work. Vary the burden by the aptitude of your students ... but they must do more than just hear you develop these eight concepts. They must research, compose, and expound with the concepts many times if they are to take life in the students' minds.

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Events, Laws, Decisions, Books	Films, Speakers, Trips, and Simulations
R/P,D	Declaration of Independence	Use the MPS film catalogue and the BAVI-UW Extension catalogue to find appropriate films. MPS #13612 American Time Capsule is a quick, stimulating overview of our history. Visit Johnson Wax, Racine, Roundel Theater for a similar treat. Hear many of our major speeches, letters, and laws by obtaining the LP record series "Documents of America" by Enrichment Records. Have a student keep you abreast of the games offered on your building computer terminal. For example, "Hammurabi" teaches policy impact. Build your building library of teaching kits, records, simulations, etc. with a long-term plan. Searches for suitable materials are aided by catalogue collections that your department chairperson, school librarian, or school accountant may have. There is a complete, up-to-date catalogue collection in the MPS Media Center at the Central Office (Centrex #8152). Several firms represent many suppliers in their extensive, annotated catalogues. Two common ones are Social Studies School Service (Culver City, CA 90230) and Listening Library (Old Greenwich, CT 06870).
C,LEJ, F	Constitution I-VII	
R/P,F	Bill of Rights	
C,R/P, D,P,F	Amendments XI - date	

POLITICS AND GOVERNMENT IN AMERICAN LIFE

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	Lecture and Discussion Focus
R/P	Scope of government power	Expose the roots of democratic practice.
R/P	Individual freedoms (religion, speech, search, property, trial by peers, etc.)	Research, Composition, and Exposition
F	Provincialism	
R/P	Colonialism	Search colonial documents for currently acceptable political ideas.
D	Monarchy	
D	Tribal council and chief system	
		Compose:
	Vocabulary	"Seeds of Democracy" "Alienating the Americans"
R/P	Mercantile interference	"Minimizing Government - Maximizing Freedom"
D	Salutary neglect	
D	Qualified suffrage	
		Films, Speakers, Trips, and Simulations
	People and Groups	
		MPS #42555 American Indian Speaks, 1973
R/P	Peter Zenger	MPS #27360 Williamsburg, Story of a Patriot, 1967
R/P	Benjamin Franklin	
D	Pontiac	MPS #42820 Debt to the Past, 1961
P	House of Burgesses	
	Events, Laws, Decisions	
C	Magna Carta, 1215	
C	Mayflower Compact, 1620	
R/P	Maryland Toleration Act, 1649	
F	Albany Plan of Union, 1754	
R/P	Bacon's Rebellion, 1676	
C	Fundamental Orders of Connecticut, 1639	

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	Lecture and Discussion Focus
PP	Radicalization and agitation	Trace the alienation from England. Show the problems arising from political disorganization.
P	Alienation	
D	Representation and consent of the governed	
R/P	"Unalienable rights"	
F	Provincialism	Research, Composition, and Exposition
		Read Time bicentennial editions.
	People and Groups	
		Compose:
P	Continental Congresses	
R/P	Patrick Henry	"Diversity Means Liberty"
P	General George Washington	"Union Means Liberty"
R/P	King George III	"The Loyalists Were Right/Wrong"
P	Lord Cornwallis	
P	Admiral John Paul Jones	
P	Benjamin Franklin	Films, Speakers, Trips, and Simulations
R/P	Thomas Jefferson	
PC	Loyalists	Disunia (Simulation: Interact)
PC	Radicals	MPS #28330 Decades of Decision: George Washington, Making of a Rebel, 1975
	Events, Laws, Decisions	American Revolution: History Through Art via Listening Library
R/P	Stamp Act, 1765	
PC	Tea Crisis, 1773	
R/P	Intolerable Acts, 1774	
R/P	Declaration of Independence, 1776	
P	Lexington-Concord-Boston, 1975, 1976	
P	Saratoga, 1777	
P	Yorktown, 1781	
P	Treaty of Paris, 1783	
R/P	Common Sense, 1776	

UNIT III - THE NEW NATION (1780'S - 1820'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	Lecture and Discussion Focus
C	Constitutionalism	Demonstrate the functional guarantees of personal liberty in the Constitution.
P	Institutional weaknesses relative to its objectives	
R/P	Taxation power	Pose the ancient dilemma of government power which is sufficient to protect but insufficient to coerce.
R/P	Separation of powers	
F	State vs. federal interests	
F	State sovereignty	Read and explain ALL of the Constitution in class. Test several times for vocabulary, organization, functions, powers, and implications.
P	Compromise	
LEJ	Functions of government	
P	Financial integrity	
PP	Partisanship for legislative and elective purposes	
		Research, Composition, and Exposition
	Vocabulary	Relate current news to Constitutional clauses.
F	Confederation	Chart: bill-to-law, checks and balances, national and state functions. Display with overhead projector.
PC	Suffrage (white, male)	
C	Ratification	
C	Elastic vs. strict construction	Interview student council leader to find elements of legislative, executive, and judicial functioning.
LEJ	Judicial review	
C	Common law	
LEJ, PC	Law making process	Obtain class sets of free Constitutions from your congressman. Have student underline and annotate as he works through it.
C	Checks and balances	
C	Powers (enumerated, concurrent, reserved, and denied)	
C	Amendment	
LEJ	Cabinet	Films, Speakers, Trips, and Simulations
P	Revenue	
P	Debt	Hear: Milwaukee Bar Association or Marquette Law School
C	Electoral college	
		MPS #64035 American Presidency, 1969
	People and Groups	MPS #11113 Bill of Rights: Due Process, 1971
LEJ	George Washington	MPS #13640 Congress, 1960
P	John Adams	MPS #25995 Justice, Liberty, and Law, 1969
P,D	Thomas Jefferson	
P	Alexander Hamilton	
P,D	James Madison	
P	James Monroe	
LEJ	John Marshall	
P,C	War Hawks	
P	John Quincy Adams	
PP	Jeffersonian Republicans	
PP	Hamiltonian Federalists	

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Events, Laws, Decisions	
C	Articles of Confederation, 1781	
R/P	Virginia Statute for Religious Freedom, 1786	
P	Land Ordinance, 1785	
P	Northwest Ordinance, 1786	
D	Constitutional Convention, 1787	
PC	The Federalist Papers, 1788	
C	The Constitution of 1789	
R/P	Alien and Sedition Act, 1798	
R/P	Kentucky and Virginia Resolutions, 1798-99	
C	Election of 1800	
LEJ	Marbury vs. Madison, 1803	
P	Louisiana Purchase, 1803	
C	Jefferson's 1801 inaugural speech	
F	McCulloch vs. Maryland, 1819	

UNIT IV - SECTIONALISM (1820'S - 1860'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	**Lecture and Discussion Focus**
F	State sovereignty	Confront this issue: How can we limit government power so that it can not be used to enslave or deny vital interests?
D	Minority rights vs. majority power	
PC	Institutional dissolution (churches, lodges, parties, nation)	
P	Social reform	**Research, Composition, Exposition**
P	Manifest destiny	
C	Secession threat	Search *American Heritage* magazine for related articles.
P,R/P	Slavery by race	Learn Parlimentary Procedure (a good summary is in the *World Book*), then role play South Carolina's problem of preventing majority rule over vital interests.
	Vocabulary	
PP	Spoils system	
PP	Nominating conventions	
		Compose:
	People and Groups	"The Power to Enslave"
		"Minority Rights"
P,PP	Andrew Jackson	"Where Majority Rule Ends"
D,PC	John Calhoun	"Partisanship is Essential to Democracy"
PP	Abolitionists	
P,LEJ	Henry Clay	
P	Daniel Webster	
PP	Jacksonian Democrats	**Films, Speakers, Trips, and Simulations**
PP	Webster - Clay National Republicans and Whigs	MPS #27480 *Civil War - Background Issues*, 1964
P	Martin Van Buren - William Harrison - John Tyler	MPS #24633 *History Alive: States Rights*, 1970
P	James Polk	
R/P	Nat Turner	
P	Zachary Taylor - Millard Fillmore - Franklin Pierce	Hear: National Association for the Advancement of Colored People
P	Dorothea Dix	
R/P	Frederick Douglass	
P	Stephen A. Douglas	**Books**
PP	Free Soil Party	
R/P	John Brown	*Uncle Tom's Cabin*
	Events, Laws, Decisions	
P	Indian removal policy	
P	Tariff policy	
P	Bank policy	
P,PC	American system	

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
P	Immigration policy	
P	Westward expansion	
P	Texas annexation, 1845	
P	Missouri Compromise, 1820	
P,LEJ	Compromise of 1850	
P	Kansas - Nebraska Act, 1854	
R/P	Dred Scott Decision, 1857	
P	Homestead Act, 1862	
P	Mexican Cession, 1848	
P	Oregon Territory, 1846	

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	**Lecture and Discussion Focus**
D,C, F,PC	Civil War	Show Lincoln's political genius; then demonstrate the constituency problem in Reconstruction.
C,R/P	The Union vs. slave freedom (Lincoln's motives)	
PC	Disenfranchisement of the freedmen	**Research, Composition, and Exposition**
PC, R/P	Segregation	Relate current news to civil rights amendments.
D	Resistance to reconstruction	Propose a reconstruction program that might have worked.
	Vocabulary	Compose:
PC	Suffrage	
R/P	Military government	"Lincoln's Constituencies" "Unity or Emancipation: Which was the Winner?"
	People and Groups	
P	James Buchanan	**Films, Speakers, Trips, and Simulations**
P,PC, LEJ	Abraham Lincoln	MPS #27590 True Story of the Civil War, 1969 (Matthew Brady's photos)
P	Andrew Johnson	
P	General Robert E. Lee	
P	President Jefferson Davis	
P	Senator Charles Sumner	Dramatize with A. Lincoln by Hawkhill, Madison, Wisconsin (tapes)
PP	Radical Republicans	
P	General George McClellan	
P	General Ulysses S. Grant	Hear: National Association for the Advancement of Colored People, Milwaukee
P	General William Tecumseh Sherman	
P	Admiral David Farragut	
P	General Thomas J. Jackson	
		Historical Society, Milwaukee County
	Events, Laws, Decisions	Visit: Wisconsin State Historical Society, Madison
P	Fort Sumter, 1861	
P	Bull Run, 1861	
P	Vicksburg, 1863	
P	Gettysburg, 1863	
P	Appomattox Court House, 1865	
P,LEJ	Emancipation Proclamation, 1862	
C	Amendment XIII	
P	Lincoln's 2 inaugural addresses	
C,R/P	Amendments XIV and XV	
R/P	Suspension of writ of habeas corpus, 1864	

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Key	Concepts, People, and Events
	Concepts
PC	Moral exhaustion as reaction to war
D	Political reform
	Vocabulary
PP	Machine politics
PC	Lobby
	People and Groups
P	Ulysses S. Grant
P	Rutherford B. Hayes - James A. Garfield - Chester A. Arthur
P	Grover Cleveland
P	Benjamin Harrison
P	William Jennings Bryan
PC	The Grange
PP	Populist party
	Events, Laws, Decisions
C	Tilden-Hayes election, 1876
P	Civil Service Act, 1883
P	Sherman Antitrust Act, 1890
P	Tariff policy
P	Money policy
P,LEJ,F	Interstate Commerce Act, 1887
P,R/P	Indian policy
LEJ	U.S. vs. Knight, 1897
LEJ	Munn vs. Illinois, 1877

Teaching/Learning Activities and Media

Lecture and Discussion Focus

Show the constituencies becoming nationwide and the resulting power of the lobbies; then show policy-making developing around the Commerce Clause (Art. I, sec. 8, par. 3)

Research, Composition, and Exposition

Tape politician on "Face the Nation", then prepare roll-play parallel for an era politician.

Compose:

"Politics and Business: Constructive or Wasteful?"
"The Immigrant Constituency"

Films, Speakers, Trips, and Simulations

MPS #11715 The West of Charles Russell, 1970
MPS #27460 World of Henry Ford, 1963

Hear: Employers' Association, Milwaukee

Pacific Express (Simulation: Social Studies School Services)

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	Lecture and Discussion Focus
D	Reform movement	Continue from Unit VI. Unfold the mechanism for influencing legislation and note the leap in national influence of formerly local matters.
PC	Ethnicity	
PC	Assimilation	
PC	Countervailing power	
D	National supremacy and the commerce power	
		Research, Composition, and Exposition
	People and Groups	Compose:
P	William McKinley	"Getting My Legislator's Ear" "Why My Congressman Can't Always Vote As I Think Fit."
P,LEJ	Theodore Roosevelt	
P	William H. Taft	
P,LEJ	Woodrow Wilson	
P	Warren G. Harding	Write to your congressman or assemblyman.
P	Calvin Coolidge	
R/P	William E. B. Du Bois (NAACP)	Relate current news to government regulatory activity.
R/P	Booker T. Washington	
PP	Old Guard Republicans	Compile ethnic stories from *Milwaukee Journal*, Accent page, Wednesdays.
PP	Socialist Party	
PP	Progressive Republicans	
P,LEJ	Senator Robert La Follette	
LEJ	Congressman Joseph Cannon	Films, Speakers, Trips, and Simulations
LEJ	Justice O. W. Holmes, Jr.	
		MPS #28040 *Black History, Lost, Stolen, or Strayed*, 1968
	Events, Laws, Decisions	MPS #92201 *Henry Ford's Mirror of America*, 1965
P	New nationalism	MPS #18691 *How We Elect Our Representatives*, 1972
R/P	Plessy vs. Ferguson	
D	Ballot reform	MPS #24611 *U.S. Supreme Court*, 1973
C	Amendments XVII and XIX	
LEJ	Northern Securities cases, 1904	Visit: Old World Wisconsin, Eagle, Wisconsin
P	Elkins Act, 1903	
P	Pure Food and Drug Act, 1906	
P	Conservation policy	Hear: International Institute, Milwaukee
P	Federal Reserve Act, 1913	
P	Underwood Tariff, 1913	Hear: Milwaukee Urban League
C	Prohibition and reversal (XVIII and XXI)	Hear: University of Wisconsin-Milwaukee, Economics Department, Center for Economic Education
P	Immigration Quota Acts, 1921, 1924	
		The Lobbying Game (Simulation: Game Simulation, Incorporated)
		Hear: *Supreme Court Cases* (33-1/3 rpms) via Listening Library

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE
(1890'S - 1920'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	**Lecture and Discussion Focus**
P	Imperialism	Note the well-springs of public policy; here our international objectives change due to our economic vigor and our resultant need for international trade and stability.
R/P	Mobilization	
	Vocabulary	
PC	Yellow journalism	
PC	Ethnic, old world affiliations	**Research, Composition, and Exposition**
R/P	Propaganda	
PC	"Normalcy"	Compose:
		"Media Influence: Mob Majorities" "The End of 'No Entangling Alliances'"
	People and Groups	
P	Theodore Roosevelt	
P,LEJ	Woodrow Wilson	**Films, Speakers, Trips, and Simulations**
LEJ	Senator Henry Cabot Lodge	
P	General John J. Pershing	MPS #94440 *The Jazz Age I, II*, 1965
		Peace (Simulation: Interact)
	Events, Laws, Decisions	
P	Alaska, 1867	
P	Hawaii, 1898	
R/P	Espionage Act, 1917	
C	Senate rejection of the League, 1919	
PC	Red scare	
P	Philippines (1898-1945)	
P	Cuba, 1898-1902	

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	**Lecture and Discussion Focus**
P	Fiscal policy	Observe a strong president using his "crisis advantage" but unable to stray far from his constituency power base.
P	Monetary policy	
C,D	The commerce power (Article I, sec. 8, par. 3) and the decline of states' rights	
		Research, Composition, and Exposition
	Vocabulary	
		Compose:
P	Gold standard	
P	General inflation vs. item price change	"Politics and Business: Constructive or Wasteful?"
LEJ	Judicial review	"When the Executive Overshadows the Legislature."
PC	Relief, welfare	
P	Subsidy	
P	Pump priming	
P	Deficit spending, national debt	**Films, Speakers, Trips, and Simulations**
		MPS #28223 F. D. Roosevelt, the New Deal, 1974
	People and Groups	
		MPS #64077 Servant of the People (Congress) (Volume 16 #7)
P	Herbert Hoover	
P,LEJ	Franklin D. Roosevelt	
P	Senator Robert Wagner	Hear: Hard Times via Listening Library
P	Senator George Norris	
		Hear: Historical Society, Milwaukee County
	Events, Laws, Decisions	
		Hear: Employers' Accociation, Milwaukee
P,R/P	New Deal policy	
P	Hawley-Smoot Tariff, 1930	Hear: Milwaukee County Labor Council
P	Agricultural Marketing Act, 1930	
P	Reconstruction Finance Corporation, 1932	
P	Works Progress Administration, 1935	
P	Civil Conservation Corporation, 1933	
P,LEJ	Agricultural Adjustment Acts, 1933, 1936, 1938	
LEJ,C	U.S. vs. Butler, 1936	
P	Bank holiday	
P	National Industrial Recovery Act, 1933	
LEJ,C	Schechter vs. NIRA, 1935	
P	Social Security Act, 1935	

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
P	Tennessee Valley Authority, 1935	
LEJ	Court packing, 1937	
P	National Labor Relations Act, 1935	
PC	Hatch Act	

UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	Lecture and Discussion Focus
P	Isolationism	Demonstrate that America's fantastic productivity and wealth made her international role inescapable.
P	Appeasement	
P,R/P	Mobilization	
	Vocabulary	Research, Composition, and Exposition
PP	Bipartisan	Search out events in old National Geographic magazines.
P	Reciprocal trade agreement	
P	Offensive/defensive	
P	Lend-lease	Compose:
P	Price control, rationing	"Isolationism Crumbles" "Mobilizing a Democracy"
	People and Groups	
P,LEJ	Franklin D. Roosevelt	Films, Speakers, Trips, and Simulations
P,LEJ	Harry S. Truman	
P	Senator Arthur Vandenberg	MPS #64005 America At War (Volume 9 #5), 1966
P	Winston Churchill	
P	General Dwight Eisenhower	MPS # 27741 Truman and the Atomic Bomb, 1969
P	General Douglas MacArthur	
P	Admiral William Halsey	MPS #25419 Gotterdammerung: Fall of the Third Reich, 1972
P	General George Marshall	
R/P	Nisei	
P	General Erwin Rommel	See: Japanese-American Relocation-1942 by Olcott - Forward
P	Josef Stalin	
		Visit: Cantigny War Museum, Wheaton, Illinois
	Events, Laws, Decisions	
P	Good Neighbor Policy	Hear: American Legion or Veterans of Foreign Wars
P	Neutrality Acts, 1936	
P	Atlantic Charter, 1941	
P	Pearl Harbor, 1941	Trade-off at Yalta (Simulation: Scott)
P	Coral Sea, 1942	
P	North Africa, 1942	
P	Sicily, 1943	
P	Normandy, 1944	
P	V.E. Day, 5-8-45	
P	Kwajalein, 1944	
P	Guam, 1944	
P	Leyte Gulf, 1944	
P	Iwo Jima, 1945	
P,LEJ	Yalta, 1945	
P,LEJ	Potsdam, 1945	
P	Hiroshima and Nagasaki, 1945	
P	V-J Day, 8-10-45	
P	Manhattan Project, 1940-45	

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)

Concepts

Key	Concepts, People, and Events
R/P	Civil disobedience
P	Automation
P	Racism
P	Sexism
P	Environmentalism
C,R/P,F	Equal protection clause (XIV) and decline of states' rights
P,F	Neofederalism (the national guideline)

Vocabulary

Key	Concepts, People, and Events
PC	Suffrage - black registration
R/P	Internal security

People and Groups

Key	Concepts, People, and Events
PC	Harry S. Truman
P	Dwight D. Eisenhower
P	John F. Kennedy
P,LEJ	Lyndon B. Johnson
P,LEJ,C	Richard M. Nixon
P	Gerald R. Ford
P	James E. Carter
P	Senator Robert Taft
P	Senator Hubert Humphrey
P,PC,R/P	Senator Joseph McCarthy
PP	Governor Adlai Stevenson
PP	Governor George Wallace
PP	Dixiecrats
PP	Senator Barry Goldwater
R/P,PC	Reverend Martin Luther King, Jr.
PP	Senator George McGovern

Events, Laws, Decisions

Key	Concepts, People, and Events
R/P,P	Civil Rights Act, 1964
R/P	Voting Rights Act, 1964
P	Employment Act, 1946
P	Taft-Hartley Act, 1947
P	Atomic Energy Commission, 1946

Teaching/Learning Activities and Media

Lecture and Discussion Focus

Drive home the fact that the Constitution of 1789 is still the heart of the great issues in America. Can we afford the functional, power divisions that protect our civil rights in the modern world of neutron bombs and oil depletion that call for decisive action?

Research, Composition, and Exposition

Compose:

"The Court Revives the XIV Amendment"
"The 'Minorities' Constituency"

Films, Speakers, Trips, and Simulations

MPS #28226	H. S. Truman: Challenges of Office, 1974
MPS #28130	Heritage in Black, 1970
MPS #11615	Legacy of a Dream (Martin Luther King, Jr.), 1975
MPS #12158	Mexican American Speaks, 1972
MPS #64079	Forward Together (Nixon resigns) (Volume 17 #1)

Hear: Community Relations Commission, Milwaukee City

Hear: City or state legislators from your district

Men Under Law (Simulation: Individual Learning)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
P	Great Society policy	
R/P, LEJ	Brown vs. Topeka Board of Education, 1954	
P	Urban violence, 1967	
PC	Minority identification movements	
P	Men on the moon, 1969	
P	Ecological conservation movement	
P	Women's rights movement	
P	Interstate highway program	
PP	1968 Chicago Democratic Convention	

UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL
(1945 - PRESENT)

Key	Concepts, People, and Events	Teaching/Learning Activities and Media
	Concepts	**Lecture and Discussion Focus**
P	Atomic power	Continue from Unit XI. Stress the mechanisms of our government which make the words of freedom a reality.
P	ICBM warfare	
P	Soviet imperialism	
P	World interdependence for resources and markets	
		Research, Composition, and Exposition
	People and Groups	Relate current news to our international involvement.
P	General Douglas MacArthur	
P	General William Westmoreland	Compose:
P	Harry S. Truman	
P	Dwight D. Eisenhower	"Bridling Disaster: The Politics of the Atom"
P	John F. Kennedy	
P,LEJ	Lyndon B. Johnson	"Cold War - Hot Threat: Wither Whither Civil Liberties?"
P,LEJ	Richard M. Nixon	
P	Gerald R. Ford	
P	James E. Carter	
		Films, Speakers, Trips, and Simulations
	Events, Laws, Decisions	
P	Korea, 1951-53	MPS #11650 *The General* (D. MacArthur), 1968
P	Berlin Crisis, 1948	MPS #24522 *Truman and the Uses of Power*, 1972
P	Cuban Missile Crisis, 1962	
P	United Nations, 1945	
P	Vietnam, 1954-75	Hear: University of Wisconsin-Milwaukee Institute of Foreign Affairs
PC	Johnson withdraws from '68 election	
C	Gulf of Tonkin Resolution, 1964	
P	Arab Oil Embargo, 1973	

ART IN UNITED STATES HISTORY

Introduction

America's art and America's history are inextricably entwined. The most prominent source of information regarding Pre-Columbian America is in the arts, artifacts, and crafts of the Native American cultures. Much of what is known about prehistoric America has been transmitted by the first American artists.

Artists in the new land during the Eighteenth and Nineteenth Centuries were confronted with landscapes and frontiers unlike any others in the world. The people who discovered new horizons and settled the country had a determination and vigorous ambition which was translated to us by artists' interpretations of the life and environment of our emerging nation.

A deeper understanding of conditions, beliefs, aspirations of various peoples throughout the development of our young nation is provided through the painting and sculpture of our forebears. As American art is understood in the context of a new frontier, it provides a sense of the individuality which is characteristic of the citizenry. An appreciation of the unique viewpoints of artist-historians should provide an increased awareness of historical interactions of land and people.

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

American Indian art is both secular and religious, representative of the spirit within it. The art responds to the environment, i.e., woodcarvers in forests, potters near clay. The art was carried between tribes with trading, marriage, and warfare.

The English and Dutch colonists first came upon the Northwest Iroquoian and Algonquian tribes, the Six Nations. They carved False Face Society masks, dyed deerskin, made basketry and shell wampum belts.

The Southeast Indians built temples, mounds, and monuments. In these were found pipes of carved stone in animal and bird forms. Their ceramics had geometric incised lines. Tribes: Natchez, Creek, Catawba, Cherokee, Choctaw, Tuscarora.

In the Midwest there were effigy mounds from 1000 A.D. on. These tribes worked in shell, bone, stone, and wood. They did split-work basketry. Hopewell and Adena cultures were pre-history. Tribes: Chippewa, Menomini, Potawatomi, Winnebago, Kickapoo, Sauk-Fox.

The Plains Indians were noted for work in porcupine quill, buckskin, beadwork, feathered bonnets. Designs embodied the spirits of ancestors. Feathers called upon bird spirits.

The tribes are divided geographically in the Plains: Northern - Arapaho, Arikasa, Blackfeet, Cheyenne, Crow, Dakota Soiux; Central - Kansas, Omaha, Pawnee; Southern - Comanche, Kiowa, Missouri, Wichita.

The Southwestern Indians were divided into these groups: The Pueblo (Anasazii group) who did sand painting from prehistoric times; the Navajo whose rugs expressed a religious ritual using rigid forms; the Apache who were decorative artists in clay and did pottery.

On the Northwest coast from the states of Washington up to Alaska live the tribes of the Haida, Tlingit, and Kuakiutl. The Haida, makers of totem poles, did not construct these sixty to seventy foot poles until the advent of metal tools from traders. They also did black slate and abalone carving. The Kuakiutl specialized in moveable dance masks, ivory carving, and woven baskets.

The Basin and Plateau Indians were formerly Indians from other tribes and have incorporated their art forms. They specialized in basket weaving and painted hides.

The California tribes, Klamath, Shasta, Mohave, and Yuma were noted for basketry.

Silver work, which is now a specialty of Southwestern Indians, was not done until trading began with the white man.

Cultural progress of the Colonies proceeded along four ways: English, Spanish, French, and Dutch.

In 1600 the Church of San Estaban in New Mexico showed Spanish and Indian influence. The Spaniards by 1730 had established missions of thick adobe block at the Alamo, San Jose, and San Juan Capistrano in the Baroque style.

The French had established forts along the Wisconsin and Mississippi Rivers running from Montreal to Mobile.

The Pennsylvania Dutch artists, Moravians, settled at Ephratha, Pennsylvania, and practiced fraktur, a medieval decorative device on manuscript, from 1740.

The eighteenth century artists were artisans lacking skills or knowledge of anatomy, perspective, and formal design that would ordinarily be gained from academic study. The limners, as the itinerant portraitists were called, used the Flemish method, like that of Holbein, in making flat, decorative portraits. The best known of these are: Thomas Smith, who did the Gibbs children; the Freake limner from 1670; Duyckink of the 1630's who copied the most fashionable of London artists; and Sir Godfrey Kneller, with a fused and limpid quality to his work.

Architecture was largely copied from England with the help of Gibbs' Book of Architecture. There was a proliferation of Wren-like churches. Williamsburg is typically eighteenth century architecture in the South.

Plantation houses in the South showed the Palladian influence of Inigo Jones. Examples are Mulberry, plantation house, 1714, Charleston, South Carolina and the house of Taliaferro (1705-79), and Ariss (1725-99). Richard Mundy, between 1713-39, built of brick with clipped gable and cupola Trinity Church and the Old Colony House in Boston.

Resources:

Films from Milwaukee Public Schools Film Collection:

#92950	American Folk Art
#00176	Architecture of the 17th Century (slides)
#02714	Arts and Home in Early America (filmstrip)
#00179	Design and Decorative Arts, 17th - 18th Century (slides)
#00183	Graphic Arts of the 17th Century (slides)
#00185	Indian Arts and Artifacts (slides)
#00186	Painting of the 17th Century (slides)
#00188	Sculpture of the 17th Century (slides)
#92740	Basketry
#24972	Birch Canoe Builder
#42400	Eskimo Arts and Crafts
#42121	Totem Pole

Sandak, Incorporated
180 Harvard Avenue
Stamford, Connecticut 06902

Sandak Slide Sets

Indian Art and Artifacts (Milwaukee Public Museum)

Books:

Quimby, Ian. Arts of the Anglo-American Community in the 17th Century. University of Virginia. $4.50.

Scholder, Fritz. Indians. Northland. $12.50.

Larkin, Oliver W. Art and Life in America. Holt Rinehart and Winston, 1960. $14.75.

Dockstader, Frederick J. Indian Art of the Americas. Museum of the American Indian, 1973. $10.00 (Good pictures.)

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

During the Revolution several artists memorialized the battles. Amos Doolittle engraved four episodes of the Battles of Lexington and Concord which were published in the Connecticut Journal. Christian Remick did watercolors of Revolutionary privateers.

John Singleton Copley, 1737-1815, whose stepfather, Peter Pelham, was an engraver, learned that trade as a boy. His early paintings in America were of Colonial dignitaries, divines, judges, and merchants with their women. Each portrait presents a strong abstract design of light and shade. The cold, clear light of New England suffuses his canvases, perhaps because his shadows are a strong Prussian blue, and his highlights chalky white.

He went to London to study and he used a romantic style to do the famous "Brook Watson and the Shark". He returned to America and painted portraits of most of the Revolutionary figures.

Benjamin West, 1738-1820, was a Quaker, who, after studying in Italy three years, settled in London. He was a romantic classicist. His studio there became a refuge for American artists. He founded the Royal Academy in 1768. Although he specialized in portraits, he did some famous large wall paintings; his painting of the "Death of Wolfe" had the soldiers dressed in contemporary clothes which was unusual for the day. A commission for a Philadelphia hospital of "Christ Healing the Sick" was exhibited at a fee which brought the hospital considerable income.

Charles Wilson Peale, 1741-1827, studied in London under West and returned to Annapolis in 1774. In 1805 he founded the Pennsylvania Academy of Fine Arts. Although his early work resembled Copley's, he later lost the stiffness of pose Copley used. His work was neoclassic.

Ralph Earle, who painted in New York and Connecticut, also used Copley's style.

Gilbert Stuart, 1755-1828, a neoclassic painter, went to London in 1775. He studied at West's studio for four years and then returned first to New York and to Philadelphia in 1792. He had a strong visual memory and specialized in portrait heads on 25x30 canvases. His heads stood out in a cool diffused light with a background dissolved into shadows. Well known is his "Athenaeum" portrait of Washington which he copied many times.

John Trumbull, born 1756, also a neoclassic artist, went to London to work under West in 1784. Trumbull painted portraits of the principals of the Revolution. He painted large mural canvases, "Battle of Princeton", "Capture of the Hessians at Trenton", and four of the eight commemorative panels for the Capitol at Washington, finishing in 1824.

Resources:

Films from Milwaukee Public Schools Film Collection:

#03491 American Folk Cultures, Williamsburg (filmstrip with record)
#00179 Design and Decorative Arts, 17th - 18th Century (slides)

Books:

Lieberman, Herbert. A Guide to American Art. Artists/USA, Incorporated.

Prime, Alfred. Arts and Crafts in Philadelphia, Maryland, and South Carolina, 1721-1785. Da Capo, 1969. $32.50.

Shorewood Reproductions, Incorporated
10 East 53rd Street
New York, New York, 10222

Gilbert Stuart

John Vanderlyn, 1775-1852, was one of West's later pupils. His great tour de force was the "Panorama of Versailles" in which he did innumerable individual portraits for this group. He also took to the classics as a reason to paint a nude, "Ariadne Asleep on the Island of Naxes".

Washington Allston, b. 1779, a romanticist, first studied at Harvard, immuring himself in romantic Gothic tales. He and Samuel F. B. Morse set sail for West in 1811. He is noted for his large painting, "Belshazzar's Feast".

Thomas Sully, 1783-1872, was born in England but raised in America; however, after watching Trumbull work in New York, he visited West in London and returned to work in Philadelphia. He painted "Lady with a Harp", "Eliza Ridgely", "Queen Victoria", "Dr. Rush", and "Dr. Coates". He was skillful in handling warm, mellow color.

Samuel Morse, 1791-1872, a painter before he became an inventor, is noted for his portrait of "Lafayette" and "The Muse", his daughter. He painted fifty-three portraits in five months at $15 a head in Charleston, South Carolina. He also did a fine painting of the House of Representatives.

Miniaturists working at this time were Malbone and Fraser.

The nineteenth century marked the growth of democracy and the distrust of aristocratic tendencies. Harding was a sign painter turned to portrait painting after the War of 1812. There was a Boston-based group of portraitists, including Doughty and John Neagle who celebrated the common man by painting "Pat Lyon the Blacksmith".

There were several art academies founded in this period: in 1795 the Columbianum was formed in Philadelphia; in 1802 the New York Academy of Fine Arts; in 1805 the Pennsylvania Academy was founded.

There was a classical revival in architecture shortly after the Revolution. Jefferson designed the Virginia State Capitol at Richmond by copying the Maison Carree at Nimes.

The Federalist style showed John Adam's influence.

Charles Bulfinch, 1763-1844, and Samuel McIntire designed the Pierce Nichols home in Salem, Massachusetts with flame carved finials and Palladian heaviness. After 1796, Bulfinch designed the New North Church and St. Stephens in Boston. He also did a meeting house in Lancaster, Massachusetts and did the municipal buildings for Back Bay.

In 1818, Bulfinch went to Washington, D. C. to finish Latrobe's design of Major L'Enfant's grand plan for the Captiol.

Sculptors were artisans and craftsmen. William Rush worked as a shipwright. He carved baroque figureheads such as Pocahontas. He also carved Lafayette and Franklin.

Samuel F. B. Morse sculpted the "Dying Hercules" in 1812. Frazer, who did portrait busts in drapes, and Augur and Browere, who did life masks of

Jefferson, John Adams, etc., followed Morse.

The Shakers introduced their clean-lined furniture at this time.

Books:

Miller, Lillian B. *Patrons and Patriotism: The Encouragement of the Fine Arts in the United States, 1790-1860.* University of Chicago Press, 1966. $12.50.

Shorewood Reproductions, Incorporated
10 East 53rd Street
New York, New York 10222

Thomas Sully

UNIT IV - SECTIONALISM (1820'S - 1860'S)

The Hudson River school of artists portrayed the grandeur of the river valley and nearby mountains in a romantic fashion. They were the first landscapists to record scenery untouched by humans. They portrayed atmospheric landscapes of mood and the emotional impact of color.

Washington Allston, one of West's pupils, was one of these artists. All of these artists were European trained. Perhaps the most popularized (because of the engravings made from his paintings) was Thomas Cole, 1801-48. He painted in oils, "The Oxbow", 1846; "Course of the Empire", 1835-36, which were five scenes of mankind; four serial paintings, the "Voyage of Life", in the 1840's. Landscape dominated the figures and he offered moral objects through art.

Asher B. Durand, 1796-1886, was by trade an engraver. He used cross hatch and stipple to reproduce Trumbell's "Declaration of Independence". He painted portrait heads of all the presidents and then settled to landscapes. Well known is "Kindred Spirits", 1849.

Frederic E. Church, 1826-1900, painted "Heart of the Andes" in 1859 showing a pantheistic view of nature.

Albert Bierstadt, 1830-1902, studied in Germany. He painted the "Rocky Mountains", 1863, and "Wind River Mountains", 1860.

Martin J. Heade, 1819-1904, was a luminist with his preoccupation with light. He was both scientific and artistic, painting orchids and humming birds, "Beach Near Newport", "Approaching Storm". The luminists were naturalists unlike the pre-impressionist in Europe.

John F. Kensett, 1816-72, tried to express a common ideal followed by artists of a given nation at a given time. He painted "Thunderstorm, Lake George" in 1870.

Cropsey did the Carolinas, T. Addison Richards Lake George and the White Mountains. Fitz Hugh Lane, 1804-65, was the first marine painter. Whittredge (of the Dusseldorf school) and Gifford travelled with Kensett.

A little later Thomas Moran painted Yosemite and Yellowstone, being inspired by Turner.

Genre painting became a popular aspect of the idealization of democracy.

William Sidney Mount, 1807-68, pictured horse trading and farm chores. "Cider Making", 1841, is an example.

George Caleb Bingham, 1811-79, pictured Missouri politics and life in that area. "County Election", "Stump Speaking" show people and days of frontier life.

George Catlin, 1796-1872, showed the manners and customs of the Indian tribes, the dignity and ceremonial aspect of the leaders. He painted the chiefs, "Keokuk", "Four Bears" (Mandan), and "White Cloud".

Seth Eastman, 1805-75, also depicted Indians in "Lacrosse Playing", 1857, and "Sioux Indians Breaking Camp", 1848.

Eastman Johnson, 1824-1906, of Maine, portrayed sugaring off at Fryeburg, Maine, corn-husking bees, blueberries at Kennobunkport, cranberries at Nantucket. He had a personal vision in these paintings and used broad handling.

Winslow Homer, 1836-1910, did early genre work. He illustrated for Ballou's Pictorial and Harper's Weekly. He later did epic scenes of the Adirondacks and coastal scenes.

Thomas Eakins, 1844-1916, did some genre but was best at figure studies drawn with mathematical precision.

Two academically untrained artists are worthy of note. Erastus Salisbury Field painted an "Historical Monument of the American Republic", an architechtonic marvel; Edward Hicks, who was a sign painter and preacher, painted the "Peaceable Kingdom" in a style reminiscent of Rousseau.

Sculpture was Neo-classic in style. Horatio Greenough depicted George Washington in a toga and nude. This caused a furor. Hiram Powers, 1800-73, brought forward a "Greek Slave", 1851. E. B. Browning showed a female nude using the following title as a sop for the Puritans: "Not Naked, but Clothed in her Own Virtue". Clark Mills completed a very difficult feat of sculpting Andrew Jackson on a rearing horse.

In architecture there was a romantic revival of medieval form. There were also some exotic styles from the Near East.

Andrew Jackson Downing, 1815-52, started as a landscape gardner. He published Cottage Residence and put down Greek Revival in favor of "union between locality of site and style chosen". He preferred Gothic cottage and Italian villa, also Hudson River Bracketted.

Calvert Vaux, 1824-95, introduced Ruskin and landscape design. Central Park was finished by Vaux and Olmstead. He believed man should work with nature, not impose on it.

Olmstead worked for the U. S. Forest Service, designed national parks, parks for cities, and college campuses. He also founded the Metropolitan Museum in New York. He was America's foremost environmental designer.

Alex Jackson Davis, 1802-92, had a medieval revival in 1838 to 1864 designing Lyndhurst. Because of Davis, Gothic became collegiate style and that of churches.

Richard Upjohn, 1803-78, did ecclesiastical architecture of Trinity (1840), New York. Renwick designed the Smithsonian Institute, 1838, and John Haviland in 1846 built the first pre-fab cast iron building.

Resources:

Films from Milwaukee Public Schools Film Collection:

- #00389 Jefferson and Monticello (filmstrip)
- #12000 Jefferson the ARCHITECT

Shorewood Reproductions
10 East 53rd Street
New York, New York 10222

- Thomas Cole
- George Caleb Bingham
- Albert Bierstadt

UNIT V - THE CIVIL WAR AND RECONSTRUCTION (1861 - 1870'S)
UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

The spirit of revival prevailed but in the manner of an industrial nation.

Many of our finest artists were expatriates and studied in Munich and Paris before settling in England or France.

James McNeill Whistler, 1834-1903, went from Paris to London in 1860. He said, "Painting is poetry of sight and subject matter has nothing to do with the harmony of sound or color." He painted "Nocturne" and "Arrangement in Gray and Black", commonly known as "Whistler's Mother". He was a great watercolorist as well as oil painter and concentrated on loose atmospheric compositions.

Mary Cassatt, 1844-1926, lived in the Paris of 1868 influenced by the impressionists and Manet. She painted, chalked, and etched many intimate scenes of mother and child.

John Singer Sargent, 1856-1925, was an international figure painting in London, Boston, and Paris. He did portraits and used watercolor techniques in oils. "Mrs. John L. Gardner", "Mr. and Mrs. Phelps-Stokes" are examples.

George Inness, 1838-94, followed the earlier Hudson River group. He changed from objective realism to subjective expression which is vague and poeticized where form is dissolved into glowing light. "Peace and Plenty", "Delaware Valley", 1865, and "The Monk", 1873, are examples.

Ralph Albert Blakelock, 1847-1919, painted landscapes in evening dimness. He did Indian encampments with tepees and campfires.

Albert Pinkham Ryder, 1847-1917, was inspired by poetry and used personal symbolism. He portrayed the evocative experience of trance states and dreams and the Romantic poets and Wagner. Examples are "The Race Track", "Forest of Arden".

Winslow Homer, 1836-1910, did pen and ink illustrations for Harper's Weekly during the Civil War, genre scenes and later watercolors of the Adirondacks, Bahamas, and oils of the ocean and fishermen from Prout's Neck, Maine.

Thomas Eakins, 1844-1916, studied in Paris under Gerome. He paid attention to minute detail and was an academic draftsman. "Gross Clinic", "Max Schmitt in a Single Scull" are examples. He was also a teacher.

The American impressionists were Twachtman and Childe Hassam. William M. Harnett, 1848-92, used trompe l'oeil technique to copy reality. "After the Hunt" is an example.

Of the sculptors, William Rimmer, 1816-79, anatomist, made the "Dying Centaur".

John Rogers, 1829-1904, made genre groups of people in narrative and human situations. These plaster casts, 1868-1890, were realistic and sentimental.

Augustus St. Gaudens, 1848-1907, sculpted the Sherman monument. Daniel Chester French designed the statue for the Lincoln Memorial in Washington.

An influential cartoonist of the era was Thomas Nast, 1840-1902.

Henry Hobson Richardson, 1830-86, used the Romanesque style in church and office buildings.

McKim, Mead, and White designed the Boston Public Library, although Chicago has the best architecture. Louis Sullivan, 1856-1924, who claimed "form follows function" built the Auditorium Building in Chicago (1889) and Carson Pirie Scott in 1904.

The Colombian Exposition of 1893 was designed by Hunt and McKim, Mead and White. This Great White City was classic, eclectic, and conservative.

Unit V Resources:

Films from Milwaukee Public Schools Film Collection:

#27990 Catlin and the Indians

Books:

Rogers, Charles B. The Great West Illustrated. Rogers House Museum Gallery, 1973. Paper -- $2.49.

Rossi, Paul A. and Hunt, David. Art of the Old West. Alfred A. Knopf, Incorporated, 1971. $25.00.

Curry, Larry. American West: From Catlin to Russell. Los Angeles County Museum of Art, 1972. Paper -- $4.95.

Shorewood Reproductions
10 East 53rd Street
New York, New York 10222

Winslow Homer
Frederic Remington
Charles Russell

Unit VI Resources:

Films from Milwaukee Public Schools Film Collection:

#02762 The Romantic Era (filmstrip)

Books:

Luck, Robert. Twice as Natural: 19th Century American Painting and Sculpture. Wittenborn, Incorporated, 1973. Paper -- $4.00.

Mumford, Lewis. Brown Decades: A Study of the Arts in America, 1865-1895. Dover Publications, Incorporated, 1955. Paper -- $2.00.

Remington, Frederic. Frederic Remington. Peter Smith Publisher, Incorporated. $7.50.

Shorewood Reproductions
10 East 53rd Street
New York, New York 10222

Thomas Eakins
William Harnett
George Innes
William Sidney Mount
Albert Ryder
John S. Sargent
Thomas Nast
J. M. W. Turner
James Whistler

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE (1890'S - 1920'S)

The turn of the century artists were still realistic, using the broad brushstrokes and dark tones of the Munich school. Robert Henri, artist and teacher, influenced the others in his admiration of Hals and Velasquez.

A group of New York painters, The Eight, depicted scenes of New York City life, its immigrants, life on the Bowery, etc. and showed them at the 1908 Armory show. This group was also called the Ash-Can school because of their view of the seamier side of city life. The Eight were: George Luks, 1867-1963; John Sloan, 1871-1951; William Glackens, 1870-1938; Robert Henri, 1865-1929; Everett Shinn, 1876-1953; Ernest Lawson, 1873-1939; Maurice Prendergast, 1859-1924; and Arthur B. Davies, 1862-1928.

The Armory Show of 1913, given by the Association of American Painters and Sculptors, showed the world European cubism, abstraction, and Fauvism (expressionism). Expressionism before 1920 was based on the French Fauves. Max Weber was an exponent of this and studied with Matisse. Karfiel and Halpert followed Derain, also Charles Demuth. Influence of Germany and Russia was also felt.

Abstraction and expressionism were the two European movements imported to America. The center of the early abstract movement was Paris. Max Weber, Arthur G. Dove, Maurice Sterne, and Abraham Walkowitz experimented with cubism.

Synchromism (like Orphism) was founded in 1913 by Morgan Russell and MacDonald-Wright. Italian Futurism influenced Joseph Stella and Lyonel Feininger (who had worked with the Blaue Reiter group in Germany). Also working in Germany more expressionistically were Marsden Hartley and Konrad Cramer. Other artists affected by abstraction and expressionism were Arthur B. Davies, John Marin, Charles Sheeler, Georgia O'Keefe, and Stuart Davis.

Certain artists took elements from abstract art and wedded them to conservative romantic-realism (a la Eakins) like Rockwell Kent, Guy du Bois, Eugene Speicher, and Leon Kroll. After 1920, Karfeil, Walt Kuhn, and Maurice Sterne followed this lead.

In the 1930's the following held an individual attitude to studio production and followed no school: Henry Varnum Poor, Isabel Bishop, Morris Kanter, and Henry Mattson. This was a reaction against modernism.

Cubism was carried forward in the '20's by Stuart Davis and Yasue Kuniyeshi. The Immaculates, involving extreme simplification of form and sharp edged clarity of design, applied to the functional aspects of American civilization. Members were Martin Schamberg, Charles Sheeler, Charles Demuth (Dada-like), and Georgia O'Keefe (personal symbolism).

Arthur Stieglitz, the famous photographer, had a gallery, 291, between 1905-1929 in New York City to show the art work of the moderns. Among exhibitors were Max Weber; Marsden Hartley, 1877-1943; Arthur Dove, 1880-1946; John Marin, 1870-1953; Charles Demuth; and Georgia O'Keefe, 1887.

Dadaism, Surrealism based on the investigations of Freud and Jung were espoused by the Spaniard in residence, Salvador Dali.

Architectural growth took place in the person of Frank Lloyd Wright, 1869-1959, with individuality and faith in the humans. Dynamic space was embodied in organic architectural form - form and function are one. Examples of this are Prairie style, Winlow House, 1893, River Forest, Illinois; Falling Water, Bear Run, Pennsylvania, 1936; and in modern times, the Guggenheim Museum in New York and the Greek Orthodox Church in Milwaukee, Wisconsin.

Mies Van Der Rohe, 1886-1969, showed the skills of European modernism based on the Bauhaus.

Harrison and Abramowitz designed the United Nations Building, forerunner of many city glassed-in skyscrapers.

Eere Saarinen, 1910-61, designed the romantic and free flowing wing building for Kennedy airport.

At Expo '67, Buckminister Fuller, 1895, displayed the Geodesic Dome. He is an example of a man who weighs ecological considerations of architecture and is an environmental planner.

Unit VII Resources:

Films from Milwaukee Public Schools Film Collection:

#94410	*Yankee Painter: Winslow Homer*
#00179	*Architecture of the Twentieth Century* (slides)
#00182	*Design and Decoration, Twentieth Century* (slides)
#00184	*Graphic Arts of the Twentieth Century* (slides)
#00187	*Painting of the Twentieth Century* (slides)
#00189	*Sculpture of the Twentieth Century* (slides)

Book:

Miller, Dorothy C. and Barr, Alfred H. *American Realists and Magic Realists*. (Museum of Modern Art Publications in Reprint Series) Arno Press, 1970. $10.00.

Shorewood Reproductions
10 East 53rd Street
New York, New York 10222

George Bellows
Mary Cassatt
Thomas Doughty
Childe Hassam
Edward Hopper

Unit VIII Resources:

Films from Milwaukee Public Schools Film Collection:

#92610	*Art Heritage as Seen in Museums*
#24350	*Art in America*
#02776	*The American Scene* (filmstrip)
#02716	*Houses USA* (filmstrip)
#92160	*Dong Kingman*
#02764	*Eight and the Modernists* (filmstrip)
#92190	*Grant Wood*
#91380	*John Marin*
#23330	*Painters of America - Peter Hurd*

Macmillan Films
34 MacQuestin Parkway South
Mt. Vernon, New York 10550

Frank Lloyd Wright (rental), $12.50.
Painting a True Fresco (Henry Varnum Poor) (rental), $15.00

Shorewood Reproductions
10 East 53rd Street
New York, New York 10222

- Stuart Davis
- Charles Demuth
- Philip Evergood
- William Glackens
- Max Weber
- George Luks
- Maurice Prendergast
- Ben Shan
- Everett Shinn
- John Sloan
- Moses Soyer

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE (1930'S - 1940'S)
UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP (1930'S - 1940'S)

The art of the Depression of the 1930's was influenced by the social protest of the Mexican muralists Rivera, Sequerroa, and Orozco. This was a visual protest against political injustice. There was also a protest against Nazi Germany and the Japanese invasion of China.

In order to support many artists and at the same time decorate federal buildings, the Government designated as part of the W.P.A. the F.A.P., Federal Arts Projects, which ran from 1933-1943.

Early artists affiliated with this project were Thomas Hart Benton, John Steuart Curry, Reginald Marsh, Henry Varnum Poor, Boardman Robinson, and Grant Wood.

Here are some of their projects: Reginald Marsh, 1898-1954, dome of United States Custom House, New York, fresco panels of New York harbor, and grisaille portraits of great navigators; Rockwell Kent, United States post offices in Puerto Rico and Alaska; Thomas Hart Benton, rural post offices; Aaron Bohrod, Illinois federal buildings. These murals were connected or related as a series of simple incidents or places where conditions of living express their social security.

In 1935 the Index of American Design was published recording indigenous American art in watercolor sketches including folk art objects.

Between 1935 and 1941, eight million people exhibited in community centers. The Treasury's section of Fine Arts held competitions in the 1930's.

Later W.P.A. artists were Adolph Dehn, Philip Evergood, Morris Graves, Marsden Hartley, Peter Hurd, Edmund Lewandowski (Milwaukee), Zoltan Sepeshy, and Max Weber.

Regionalism was an exponent of the'30's with Thomas Hart Benton, 1889; John Steuart Curry, 1897-1946; Grant Wood, 1892-1942, representing the Midwest with farm scenes. Grant Wood and Benton had elements of abstraction with their hard edged simplified realism. Wood, "American Gothic", 1930.

Charles Burchfield, 1893-1967, did watercolors with inner animation in the natural world and in old houses. Marin did seascapes, first in watercolor and later in oils using broken brush strokes and light of the paper in a cubistic manner. O'Keefe did subjective studies of flowers, skulls, and mountains near Taos, New Mexico.

Edward Hopper, 1882-1967, showed modern man and his loneliness in the big city. He had a hard realistic style with strong abstract composition. Ben Shahn, 1898-1969, portrayed in an abstracted poster-like form the immigrant, farmer, and factory worker trying to find a place in his environment.

Ivan Le Lorraine Albright, 1897, uses expressionistic and magic realism (surrealism) to show a humanistic but harsh view of man's frailties and tragedies. Stuart Davis, 1894-1964, used a precisionist cubist interplay of forms in city scapes.

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC (1945 - PRESENT)
UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL (1945 - PRESENT)

In the 1940's many European modernists came to America to escape the wars of their countries. Josef Albers and Moholy-Nagy came from the Bauhaus and settled here as teachers.

In 1937 "A quest for abstract tradition" was the basis of the group of American abstract artists. America's original contribution to abstraction has been the Abstract Expressionist movement. The artists express mind and being on canvas through the spontaneous, uncalculated action of painting. Arshile Gorky, d. 1948, was a forerunner, and Jackson Pollock, 1912-1956, the leading exponent with his dribbles and dashes of color flung onto large mural-like canvases.

Hogel: "Romantic art corresponds to the historical period in which the contradiction between the universal and subjective is made the subject matter of art. It is by means of a decomposition of art's elements that artists, in a lyrical outburst, reunite themselves with the universal, negating thereby the great negative, 'Death'." The Surrealists and Existentialists are aesthetic Post-Hogelians. Impressionism deals with changes in appearance; Expressionism, destruction of forms betraying the emotional incidents of the artist (De Koening); Constructivism, restructuring in new terms (Nevelson).

The New York School of Abstract Expression grew out of surrealist (Dada) movements. The action painters practiced automatism. These were, in painting, Gorky, Pollock, Mark Rothke, Kaprow, and Jim Dine; in music there was John Cage. Kaprow and Jim Dine tied art to his music and the theatre of the absurd. Kaprow conducted Happenings, breaking the lines that separate art from life. This resulted in a detachment of cultural experience from the body of culture.

Happenings were related to assemblage (cubist Dada). Joseph Cornell put objects in boxes. Louise Nevelson used boxes with plexiglass parts ("Sky Cathedral", 1959). George Segal made plaster casts of figures in the environments ("Walking Man", 1966). Ed Kiehnolz deposited degradation, violently experienced, expressing the moral climate of the Beat poets ("Beanery", 1965). These works had moral and social comment.

Abstract expressionist sculpture transformed pictorial handwriting into structural composition. Stankiewicz, a Neo-Dadaist, welded together scrap metal parts for Junk art. Sugarman did "Inscape", 1964, a wooden unit in a non-figurative style. Earlier sculptors of the period range from Gutzon Borglum, 1867-1941, "Mount Rushmore"; Jo Davidson, 1883-1952, portrait busts in Chicago's Field Museum; Jacob Epstein, William Zorach, 1887-1966, direct carving of life; Isamu Noguchi, 1904, cult images in stone.

Abstract Expressionist painters were: Larry Rivers, who dissociates units and combines images. He uses charcoal, pencil, color, and suggests improvisation in his drawings and did "How to Draw", '62, "Civil War Veteran", '59, and "Washington Crossing the Delaware", '60.

Robert Rauschenberg and Franz Kline painted all white and black canvases which had elements of Cubism which used serigraph of photos ("Third Time Painting", '61).

Jasper John's painterly paintings are set off by letter, target and map images. He is concerned with the object becoming something other than what it is.

Pop art is idly gluttonous. It indicates consumption. It accommodates aggression by cultivating a cool attitude bordering on the grotesque or burlesque.

Claes Oldenburg invites the viewer to join the world by recognizing his soft sculpture of food, clothing, etc. He said, "Furniture equals sculpture." Jim Dine, from Happenings, stresses Expressionist clothes and tools ("Red Robe With Hatchet" is a self-portrait).

Marisol portrayed the face and portions thereof in wood and plaster in a cubist style ("My Mama and I", 1968, "The Party", 1965-66, with fifteen figures).

Roy Lichtenstein reforms to clarify in order to criticize. He identifies finished products with process (Ben-Day dots). He relates to Pointillism and Op art ("Modular Painting with Four Panels, #2", 1969).

Andy Warhol uses serial imagery to explore the emotional detachment of horror. He prints series with serigraph from photos, i.e., "Marilyn Monroe", 1962; "Campbell's Soup", 1961.

Letterism is another mode drawn from Cubism. Its best known exponent is Robert Indiana with "Love".

Artificial realism seems to be most strongly entrenched in the contemporary direction. These reflect new images of humans.

Andrew Wyeth is a popular realistic artist of today using a centuries old medium, egg tempera. Though his work is not far removed from illustration, his abstract compositions within the paintings are strong.

Philip Pearlstein paints volume, three-dimensional nudes. He has group pictures either bulked together or separated by white strips. These are geometric projections of volume, not planes as with cubists. Other realists are Alex Katz, Richard Estes, Malcolm Morley, Sylvia Sleigh, and Harold Keller.

A Field Painting is a landscape in which the monotony of continuity is relieved by intervals. It stresses the expanding effects of color juxtaposition. These are usually large canvases.

Barnett Newman does line and field paintings. Morris Louis uses dyed cloth and acrylics. Kenneth Noland uses circles and chevrons to modify the field. Albers uses squares.

Frank Stella acts as a theologian to reintroduce illuministic effects of volume and perspective ("Singerli Variations", 1967-68 are tendi). This art is Post Abstract-Expressionist. Ad Reinhardt says the system is the subject matter of art.

Kinetics are related to sculpture. They provide the rhythm to a line and space unit freed of volume and mass. Artists: Naum Gabe, Moholy-Nagy, Alexander Calder with his mobiles and stabiles.

Unit XI Resources:

Films from Milwaukee Public Schools Film Collection:

#11350	*Wyeth Phenomenon*
#01066	*Georgia O'Keefe*
#92350	*Cubism*
#24470	*Grandma Moses*
#91380	*John Marin*

Sandak, Incorporated
180 Harvard Avenue
Stamford, Connecticut 06902

Slide Sets:

Photography, #S-70 $32.50
New American Painting, Abstract Expressionists, #404 $78.00
Contemporary Art in America, #637 $104.00
Major Movements of the '60's, #679-117 #680
Painting and Sculpture in the Early '70's, #754 $78.00
The Black Experience, #730 $78.00
Contemporary Black Artists, #673 $61.10

Books:

Sadel, M. *Artists USA: A History in Art, 1977-78*. Artists/USA, Incorporated. $30.00.

Zigrosser, Carl. *Artist in America: 24 Close-Ups of Contemporary Printmakers*. Hacker Art Books. $30.00.

Plagens, Peter. *Sunshine Muse: Contemporary Art on the West Coast*. Praeger Publishers. Paper -- $4.95.

Alloway, Lawrence. *Topics in American Art Since 1945*. Norton. Paper -- $4.95.

Shorewood Reproductions, Incorporated
10 East 53rd Street
New York, New York 10222

Salvador Dali
Lyonel Feininger
Arshille Gorky
Jasper Johns
Franz Kline
Roy Lichtenstein
John Marin
Robert Motherwell
Jackson Pollock
Mark Rothko
Joseph Stella
Clyfford Still
Mark Tobey
Andy Warhol
Andrew Wyeth

Resources That Survey the American History Course:

Books:

Rose, Barbara. *Readings in American Art: 1900-1975.* Praeger Publishers, 1975. Paper -- $5.95.

Smith, Bradley. *USA, A History in Art.* Doubleday. $14.95.

Stubbins, Theodore E. *American Master Drawings and Watercolors Colonial to Present.* Harper and Row. $50.00

Cohen, George. *History of American Art.* Dell Publishing Company, 1971. Paper -- $1.45.

McLanathan, Richard. *Art in America: A Brief History.* Harcourt Brace Jovanovich, 1973. $6.95.

Neuhaus, Eugen. *History and Ideals of American Art.* B. Franklin Press. $25.00.

Rugoff, Milton. *Britannica Encyclopaedia of American Art.* Encyclopaedia Britannica. $29.95.

McCoubrey, John. *American Art, 1700 to 1960.* Sources and Documents. $6.95.

Mendelowitz, Dan. *A History of American Art.* Holt Rinehart and Winston. $15.95.

Sandak, Incorporated
180 Harvard Avenue
Stamford, Connecticut 06902

Sandak Slide Sets

Educational Dimensions Group
Box 126
Stamford, Connecticut 06904

Crafts (Slide Sets):

#932 - 200 Years of American Craftsmanship
#933 - 200 Years of American Architecture
#934 - 200 Years of American Painting
#935 - 200 Years of American Sculpture
#936 - 200 Years of American Glass
#937 - 200 Years of American Fashion
#977 - 200 Years of American Needlework
#978 - 200 Years of American Pottery
#979 - 200 Years of American Silver
#980 - 200 Years of American Furniture
#989 - 200 Years of American Taste in Art
#990 - 200 Years of American Taste in Architecture

Educational Dimensions Group (continued)

#932 - 20th Century Stained Glass in America
#939 - American Folk Arts, Set 1
#938 - American Folk Arts, Set 1

Major Modern Movements:

#903 - Black Painters and Sculptors
#949 - Impressionism
#948 - Art Neuveau
#946 - The Eight and the Ash Can School
#952 - Abstract Expressionism
#953 - Hard Edge Painting
#954 - Kinetic Art
#907 - Op Art/Painting and Sculpture
#908 - Pop Art/Painting and Sculpture
#917 - Super-Realism/Painting and Sculpture
#955 - 20th Century Sculpture, Set 1
#956 - 20th Century Sculpture, Set 2

Individual American Artists:

#901 - Romare Beardon
#902 - Richard Hunt
#904 - Frank Stella
#905 - Charles Sheeler
#906 - Roy Lichtenstein
#909 - Louise Nevelson
#910 - George Catlin
#921 - James Rosenquist
#957 - Alexander Calder
#962 - Winslow Homer
#969 - Andrew Wyeth
#976 - John Marin
#958 - David Smith
#9125 - Mark di Suvero
#9147 - Willard Midgette

Ethnic Sets:

#903 - Contemporary Black Painters and Sculptors
#913 - Primitive Art: The American Indian
#914 - Primitive Art: Pacific Northwest and Eskimo

$25.00 per set

MUSIC IN UNITED STATES HISTORY

Introduction

Music assumes a natural setting within the historical events of the United States. The growth and development of this country cannot be appropriately recorded without the inclusion of musical contributions to its history.

The Native American Indian, who lived in this country thousands of years before the first European settlers arrived, used music as an expression of every aspect of their beliefs and life styles. The early settlers soothed anxieties and frustrations with music. Faith in their religious convictions was reaffirmed constantly during this period through music.

Music has served as a kind of life support system for the people of this nation. As the people traveled westward, songs traveled with them; others were born along the way. Every occupation had its special renditions; every child had its own special jingles. Music has been used to vividly portray views on war, peace, the machine age, and ecology. It has served as an expression of people's joys and sorrows, cultures and traditions, and a religious belief by which many live.

This resource guide will hopefully enhance the reader's awareness of the significance of music to every aspect of the history of this country. One cannot be studied without consideration of the other.

MUSIC IN UNITED STATES HISTORY

UNIT I - PRE-COLUMBIAN AMERICA AND THE COLONIAL PERIOD
(PRE-HISTORY - 1760'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
This unit includes the music of the Indians who had been in this country for centuries before the Europeans, plus the music of the first European settlers in America. Native American Indian music took on many expressions because of the numerous tribes in existence. Each tribe had its own songs, dances, and rituals, all of which reflected the distinctive habits, social customs, and life beliefs of the group. The music of the Colonists included ballads, sea chanteys, folk songs, and lullabies, as well as humorous and nonsense songs. There were few musical instruments among the Colonists and little of their music was written down.	Recommended Readings: Scott, John A. The Ballad of America. New York, New York: Grosset and Dunlap Publications, 1967. (See Chapter 1, pp. 7-29, "The British Heritage" and "Colonial Songs and Ballads") Films: Discovering American Indian Music. 16mm - 24 minutes - color. (Rental - $20.00) #10965 BFA Educational Media, 1664 River Lane, P. O. Box 166, Grafton, Wisconsin 53024 Filmstrips: American Indian. Filmstrip w/record and student booklets. F 71R-4 Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 The Ballad Tradition. Part 2: Beginnings in America. #875.02 Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591 Folk Songs (1700-1864). Part 1: Early Colony Days. Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591 Records: Music of the American Indian. WE-89 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Music of the American Indian. Folkway Records, 43 West 61st Street, New York, New York 10023 New England Triptych. LSC-3060 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Williamsburg Candlelight Concert. S-100 Columbia Records, 51 West 52nd Street, New York, New York 10019

Concepts, People, and Events	Teaching/Learning Activities and Media
	Songs From A Colonial Tavern. #AF 48 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870
	Authentic Music of the American Indians. #A F 79 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870
	Colonial America. Side 1, Bands 1, 2, 3 Folkway Records 43 West 61st Street, New York, New York 10023
	Book Box:
	Music and the American Indian. (Study unit includes 20 sheets for students - 1 study guide for teacher - 1 record) #B 68M-19 Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511

UNIT II - THE AMERICAN REVOLUTION (1760'S - 1780'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
In this period music began to be written which took on a rugged hymn-like style. Although these simple melodies and folk songs were in contrast to the sophisticated level of the music of our European ancestors, the music marked the beginning of an independent American style of music. As the Revolutionary War began, the ballads and folk songs were influenced by the political struggles of the time.	Recommended Readings: Machlis, Joseph. Music: Adventures In Listening. pp. 300-313. (See reference under Records) Filmstrips: Roots of Democracy. Musical life in America during American Revolution period. #KR-12 Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 Patriotic Songs Americans Sing. Six color filmstrips w/record. Educational Record Sales, 157 Chambers Street, New York, New York 10007 Folk Songs (1700-1864). Part 4: "In Search of Gold". Comes with teacher guide and record or cassette. Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591 Folk Songs (1700-1864). Part 2: "Revolutionary War". Schloat Productions (See address above.) Roots. Four filmstrips w/two records - student worksheets - teacher guide. Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 Records: Three Places in New England by Charles Ives. Recording from the series: Music: Adventures in Listening by Joseph Machlis. Grosset and Dunlap Publishers, 51 Madison Avenue, New York, New York 10010 1968 (Side 37) (Note: The above series is used in many MPS high schools for music appreciation classes.) Chester by William Schuman. Machlis series (see above) (Side 38) American Revolution. #AF51 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870 Ballads of the Revolution. 33RR-761 (Two LP's) EAV, Pleasantville, New York 10570

Concepts, People, and Events	Teaching/Learning Activities and Media
	The American Revolution. Side 1, bands 4, 5, 6, 7, 8. #FH 5801 Folkway Records, 43 West 61st Street, New York, New York 10023

UNIT III - THE NEW NATION (1780'S - 1820'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The music of this era reflected the vast areas of the West as experienced by the men and women of the Frontier. In such expansive areas, cowboys were few and lonesome. Their music occasionally reflected the imminence of death; at other times it anticipated the wild and wonderful nights in the town.	Recommended Readings: Scott, Anthony J. The Ballad of America. Chap. III, "The Early National Period", pp. 91-125. New York, New York: Grosset and Dunlap, 1967. Filmstrips: American Cowboy. Learning Arts, Box 917, Wichita, Kansas 67201
Songs of the West, even in their plaintive moments, had a gusto that was entirely disarming, yet had the simplicity of great folk music.	Records: Annie Get Your Gun. #LSO 1124 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Favorite Cowboy Songs. #DEMI-0178 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Ballads of the War of 1821. #AF53 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870 Frontier Ballads. #AF 70 Listening Library (See address above.) The Expansion of the U.S. and Frontier Life. #F.H. 5801. Bands 1, 2, 3, 4. Folkway Records, 43 West 61st Street, New York, New York 10023 Cowboys and Indians. American Record Society, 106 West 56th Street, New York, New York 10019 Songs of the West. #C58329 Columbia Records, 51 West 52nd Street, New York, New York 10019

Concepts, People, and Events	Teaching/Learning Activities and Media
During this period songs of Negro slaves became prominent through minstrel shows and through the entertainment the slaves provided on the Mississippi riverbanks. At the same time the great "gold rush" resulted in another stream of folk songs. Tales of the journey westward and of the forming of new frontier towns were sung in ballads and work songs. The influence of Mexican culture also appeared in the music of the Southwest during this time.	*Recommended Readings*: Scott, John A. *The Ballad of America*. New York, New York: Grosset and Dunlap Publications, 1967. (See "Sea and Immigration", pp. 126-158.) *Filmstrips*: *Songs of Slavery*. SVE, 1345 Diversey Parkway, Chicago, Illinois 60614 *Mexico*. Blending of Spanish and Indian cultures. Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 *Folk Songs* (1700-1864). Part 3: Workers of America. Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591 *Records*: *Stephen Foster Favorites*. #LSC-2295. RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 *Songs of the Gold Rush*. #AF 99 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870 *Showboat*. #LS 01126 RCA (See address above.) or #052220 Columbia Records, 51 West 52nd Street, New York, New York 10019

Concepts, People, and Events	Teaching/Learning Activities and Media
It was during the Civil War that the songs of the Negro began to penetrate our musical history. Up to this time the ballads and folk songs had been influenced largely by the Anglo-Saxon tradition. However, during the Civil War the Negro chants and ballads began to be heard in all music. Both patriotic and sentimental songs were produced. One of the most famous songs of the Confederacy was "Dixie" and one song of lasting fame from the Union was "Battle Cry of Freedom".	Recommended Readings: Machlis, Joseph. Music: Adventures in Listening. p. 297. New York, New York: Grosset and Dunlap Publishers, 1968. Filmstrips: Black Songs of the Civil War. SVE, 1345 Diversey Parkway, Chicago, Illinois 60614 Black Songs After the Civil War. SVE (See address above.) Folk Songs. Part 5: The South Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591 Folk Songs. Part 6: Civil War Schloat Productions (See address above.) Records: Indian Suite. 1st movement by McDowell, side 37. Music: Adventures in Listening by Joseph Machlis. See note in Unit II. Grosset and Dunlap Publishers, 51 Madison Avenue, New York, New York 10010 Stories and Songs of the Civil War. #DEMI-0119 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Songs of the Civil War. #FH 5717. Folkway Records, 43 West 61st Street, New York, New York 10023

UNIT VI - THE EMERGENCE OF MODERN AMERICA (1870'S - 1890'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
Some of the immigrants who settled in the Appalachian Mountains lived a life that was cut off from the rest of the settlers. Because of this, their speech, customs, and music became very specific to their style of life. Although their music was strongly influenced by their European heritage, eventually it began to incorporate the experiences of their new life. From this group we have inherited rich ballads and folk songs. As their lives changed and opened up to new areas and settlements, they continued to enrich their musical lives by making musical instruments by hand. Among them were the fiddle, banjo, zither, harmonica, dulcimer, and guitar. The square dance and songs of the Shakers were also becoming part of the fabric of American music.	Records: Let's Square Dance. Album No. 5 DEMI-0085 RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 Mountain Music - Blue Grass Style. AF 87 Listening Library, 1 Park Avenue, Old Greenwich, Connecticut 06870 The Industrial Era. Bands 1-10, Side IV. #FH 5801. Folkways album. Folkway Records, 43 West 61st Street, New York, New York 10023 Songs of the West. Folkways album. #FH 5259 Folkway Records (See address above.) Music of the Shakers. Folkways album. #5378 Folkway Records (See address above.)

UNIT VII - THE PROGRESSIVE ERA (1890'S - 1920'S)

UNIT VIII - THE UNITED STATES EMERGES IN THE INTERNATIONAL SCENE (1890'S - 1920'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
This era saw an evolvement of a new music that exerted an influence upon many composers of the twentieth century both in America and in Europe. Early New Orleans Dixieland and Ragtime were the two jazz styles of this period. The syncopated rhythms and improvised melodies truly represented a progressive era in the music of America. Also developing rapidly during this period was the musical comedy. The Roarin' Twenties brought new lights to Broadway. Such artists as Scott Joplin, Eddie Duchin, and George Gershwin made unique contributions to our American musical heritage.	*Recommended Readings*: Evan, Mark. *Scott Joplin and the Ragtime Years*. New York, New York: Dodd, Mead, and Company, 1976. Altman, Frances. *George Gershwin*. Minneapolis, Minnesota: T. S. Denison and Company, 1968. Collier, James L. *Inside Jazz*. New York, New York: Four Winds Press, 1973. *Films*: *Best Things in Life are Free*. Music and dancing of the 20's. Color - 104 minutes Rental: $35.00 Roa Company, 1696 North Astor, Milwaukee, Wisconsin 53202 *The Eddie Duchin Story*. Color - 123 minutes Rental: $33.75 Roa Company (See address above.) *Music Man*. Color - 151 minutes Rental: $75.00 Roa Company (See address above.) *Oklahoma*. Color - 148 minutes Rental: $50.00 Roa Company (See address above.) *Filmstrips*: *Oklahoma*. #MA 143 EAV, Pleasantville, New York 10570 *George Gershwin*: *Rhapsody in Blue*. From a series called "Americans Who Changed Things". AIDS of Cape Cod, Damon Company, South Yarmouth, Massachusetts 02664 *Records*: *The Origins and Development of Jazz*. Album #25 Follett Educational Corporation, 1010 West Washington Boulevard, Chicago, Illinois 60607 *Porgy and Bess*. "Love Duet" Side 2 from Machlis series. (See details in Unit II.)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Jazz: Chicago No. 1. FJ-2805 Folkway Records, 43 West 61st Street, New York, New York 10023 The White Peacock by Griffes. #37 Joseph Machlis series. (See details in Unit II.) Oklahoma. (Songs from Oklahoma by John Raitt.) #052610 Columbia Records, 51 West 52nd Street, New York, New York 10019 Oklahoma. (Sound track from the movie.) #SWA0595 Capitol Records Incorporated/Capitol Production Music, 1750 North Vine Street, Hollywood, California 90028

UNIT IX - THE GOVERNMENT ASSUMES A NEW DOMESTIC ROLE
(1930'S - 1940'S)
UNIT X - THE UNITED STATES ASSUMES WORLD LEADERSHIP
(1930'S - 1940'S)

Concepts, People, and Events	Teaching/Learning Activities and Media
The thirties and forties saw a new interest in the United States' image of itself both at home and abroad. Music reflecting the natural beauties of America, as well as the social struggles of the past, particularly the Depression, emerged from composers. Folk songs also began to express the goals of the labor movement and the concerns of human rights which later appeared on a much larger scale in the sixties.	Recommended Readings: Cook, Bruce. *Listen to the Blues.* New York, New York: Charles Scribner and Sons, 1973. Filmstrips: *Jazz: An American Story.* Part 4: Blues and the Depression. AIDS of Cape Cod, Damon Corporation, South Yarmouth, Massachusetts 02664 Records: *Eight Etudes and a Fantasy* by Elliott Carter. Recording side 38, Joseph Machlis. (See note in Unit II.) *Amahl and the Night Visitors* by Gian Carlo Menotti. LSC 2762. $7.98. RCA Records, Educational Dept. A, 1133 Avenue of the Americas, New York, New York 10036 *The Telephone* by Gian Carlo Menotti. OSL 154. $12.98. Columbia Records, 51 West 52nd Street, New York, New York 10019 *Grand Canyon.* Leonard Bernstein conducting the Philharmonic Orchestra. MS6618. Columbia Records. (See address above.) *Mississippi Suite.* MCR 495003. Mercury Records, 1-T IBM Plaza, Chicago, Illinois 60611 *Songs from the Depression* by the New Lost City Ramblers. #5264. Folkway Records, 43 West 61st Street, New York, New York 10023 *Talking Union, Picket Line.* Organized by Pete Seeger. #5285. Folkway Records. (See address above.)

UNIT XI - THE CHALLENGE OF A NEW ERA - DOMESTIC
(1945 - PRESENT)
UNIT XII - THE CHALLENGE OF A NEW ERA - INTERNATIONAL
(1945 - PRESENT)

Concepts, People, and Events	Teaching/Learning Activities and Media
Musicians of this era were challenged by the newly accepted freedom of expression. As a result, American music expanded to new dimensions. New terminology evolved; radio and television helped to reach audiences of all ages. Such styles as country and western, rock, rhythm and blues, gospel, folk, soul, and bluegrass flourished during this period. Electronic music proved to be the greatest technological development of this period.	Recommended Readings: Anderson, Marian. My Lord, What a Morning. Autobiography. New York, New York: Viking Press, 1956. Newmen, Shirlee P. Marian Anderson, Lady From Philadelphia. Philadelphia, Pennsylvania: Westminster Press, 1966. Haskins, James. The Story of Stevie Wonder. New York, New York: Lothrop, Lee and Shepard Company, 1976. Van Der Horst, Brian. Rock Music. New York, New York: Franklin Watts, Incorporated, 1973. Films: Discovering Country and Western Music. 23 minutes - color - $25.00 BFA, 1664 River Lane, P. O. Box 166, Grafton, Wisconsin 53024 Glen Miller Story. 116 minutes - color - $33.75 Roa Company, 1696 North Astor, Milwaukee, Wisconsin 53202 Filmstrips: America, the Mecca of Electronic Music by Nick Rossi. Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 Marian Anderson: Once in a Hundred Years. AIDS of Cape Cod, Damon Corporation, South Yarmouth, Massachusetts 02664 Ragtime is Scott Joplin. Keyboard Publications (See address above.) Women in Music. Keyboard Publications (See address above.) Jazz. #KR-3 Keyboard Publications (See address above.) Rock. #KR-4 Keyboard Publications (See address above.) Electronic Music. #KR-5 Keyboard Publications (See address above.)

Concepts, People, and Events	Teaching/Learning Activities and Media
	Country Music. #KR-8 Keyboard Publications, 1346 Chapel Street, New Haven, Connecticut 06511 Careers in Music. #KR-13 Keyboard Publications (See address above.) Records: Candide by Leonard Bernstein Columbia Records, 51 West 52nd Street, New York, New York 10019 West Side Story by Leonard Bernstein Columbia Records (See address above.) Book Box: Hawaii - Native Songs and Dances. #B68M-22 Keyboard Publications (See address above.) (See Unit I for contents of book box unit.)

GENERAL REFERENCES

Films:

The following are in the Milwaukee Public Schools' collection:

#93200 *Discovering American Folk Music*. 22 minutes.

#23690 *American Music from Folk to Jazz and Pop*.
A history of music showing African and European roots in New Orleans jazz.

Filmstrips:

Jazz: *An American Story*: The Beginning (African to United States)
Dixieland Emerges (before Civil War)
Storyville (district in New Orleans)
Blues and the Depression (20's and early Depression)
Contemporary Jazz (to present)

AIDS of Cape Cod
Damon Corporation
South Yarmouth, Massachusetts 02664

History Through Music. Portrays landing of pilgrims to the opening of the West.

Keyboard Publications
1346 Chapel Street
New Haven, Connecticut 06511

A Singing Nation. Includes origin of marching songs of the Revolutionary War, sea chanteys, ballads of the South, and Negro spirituals.

Keyboard Publications (See address above.)

Books:

Browne, C. A. *The Story of Our National Ballads*. New York, New York: Thomas Y. Crowell Company, 1960.

Charters, Samuel. *Poetry of the Blues*. New York, New York: Oak Publications, 1963.

Fox, Sidney, MacCluskey, Thomas. *World of Popular Music - Rock*. Chicago, Illinois: Follett Publishing Company, 1973.

Glass, Paul. *Songs and Stories of Afro-Americans*. New York, New York: Grosset and Dunlap, 1971.

Krythe, Maymie R. *Sampler of American Songs*. New York, New York: Harper and Row, 1969.

Morris, Berenice R. *American Popular Music, The Growing Years*. New York, New York: Franklin Watts, Incorporated, 1972.

Morris, Berenice R. *American Popular Music*. New York, New York: Franklin Watts, Incorporated, 1974.

Myrus, Donald. *Ballads, Blues, and the Big Beat*. New York, New York: MacMillan Company, 1966.

Rublowsky, John. *Music in America*. New York, New York: Crowell-Collier Press, 1967.

Sanders, Ruby W. *Jazz Ambassador: Louis Armstrong*. Chicago, Illinois: Children's Press, 1973.

Scott, John A. *The Ballad of America*. New York, New York: Grosset and Dunlap, 1967.

Southern, Eileen. *The Music of Black Americans*. New York, New York: W. W. Norton and Company, 1971.

Ulanov, Barry. *A Handbook of Jazz*. New York, New York: The Viking Press, 1960.

Wayne, Bennett, Editor. *3 Jazz Greats*. Champaign, Illinois: Garrard Publishing Company, 1973.